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The Misconduct of Modern Youth

[EDITORIAL]

Two graybeards were engaged in a more or less philosophical discussion of the misconduct of modern Youth. During the discussion each several times began his sentence with the words, "When I was a boy." Finally, one of them turned to a schoolmaster who had been listening in and said, "Professor, what is your opinion?" "Gentlemen," he replied, "when you have done with your discussions, you still have the boy. You always have had, and you always will." "What do you mean?" asked one of them. The schoolmaster then quoted from Sargon I, who uttered maledictions and dire predictions on the Youth of his day from his throne at Ur of the Chaldees. The schoolmaster declared that in every succeeding century, indeed, in every succeeding decade since Sargon's time, conservative middle age (churchman, reformer, and tradesman) in the form of a prophet has condemned Youth. The schoolmaster called attention to the fact also that during the last decade in particular the denouncers of the younger generation were busy in the pulpit, in the press, on the rostrum, and on the street.

We, as administrators, have to be constantly on our guard lest we, too, join this group of critics. The ad-

ministrator who is getting out of touch with his young people should read *Milestones* by Arnold Bennett and Edward Knoblock. It is based on the age-old conflict between Youth and Middle Age. This conflict in the first act is based on the transition from wooden ships to iron ships. The enthusiasm of the young man for joining the iron works in which he is a partner with the firm that is to build iron ships causes one marriage to be broken off and almost brings about a second tragedy. In the second act, the ambitious youth has become the conservative man of affairs who breaks off the marriage between his daughter and the young genius in his employ who has developed steel to a point where it can be used for cheaper ships—no steel ships for him in his family. Her subsequent marriage to a Peer brings her position, but no real happiness; yet when her daughter in turn would marry for love a smart young engineer, she would thwart it. In the end, of course, all ends well, but in each act rebellious Youth becomes the conservative of the next generation. The girl who cries out, "It's so humiliating! There's no attempt to understand my point of view!" speaks volumes.

The farseeing John of Act I in

despair says of the ones who would crush his dream of iron ships, "Blame them! Good Heavens, no. I don't blame them. I am fond of them, and I rather feel for them. But they've got to yield. The people who live in the past *must* yield to the people who live in the future. Otherwise, the world would begin to turn the other way 'round and we should be making for the Middle Ages."

In Act II, he says of the steel invention: "Heaven knows no one can accuse me of being conservative in my ideas. But I must say the new generation seems to be clean going off its head."

In Act III when things are out of his control, he shakes his head and says of the younger man, "You and your like are running the world to the devil, and I am too old to step in and knock you down. But—I wish you luck."

It is all summed up in the statement of Marcus Aurelius that it is impossible for a man living in one generation to explain himself to the next.

Unlike John, who figures in each of the three acts, Robert Louis Stevenson acknowledges the inevitable when he says, "Now I know that in thus turning conservative with years I am going through the normal cycle of change and traveling in the common orbit of men's opinions. I submit to this as I would submit to gout or gray hair . . . but I do not acknowledge that it is necessarily a change for the better. . . . I have no choice in the business and can no more resist this tendency of my mind than I could prevent my body from beginning to totter and decay." And just because he can see himself as he is, he can also declare,

"For God's sake, give me the young man who has brains enough to make a fool of himself," which is to say, "Give me the young man who in the opinion of the conservative, middle-aged critic is making a fool of himself."

But in addition to this conservatism of middle age, we, as administrators, face another danger—that of putting the machine we take pride in operating above the material that goes through it. We have, and shall always have with us, no doubt, governing boards, budgets, relations with tax- and tuition-payers, teacher selection and improvement, curricular and extracurricular problems, library and housing problems, and many others involving the organization, administration, and supervision of our junior colleges—all of them of vital importance and altogether necessary for the accomplishment of our objectives. But the observation regarding a perfectly organized educational institution that it is a marvelous machine, but without a soul, is a commentary of serious import. We need to be constantly on the alert lest the seductive song of the organization siren render us insensible to our high purpose.

There has been a great deal of interest recently in the establishment of an adequate counseling program. In inaugurating such a program, it is imperative that we select men and women who understand Youth, so that no student may cry out like the girl mentioned above: "There is no attempt to understand my point of view!"

In order to understand Youth, we must pursue two lines of thinking. Our own actions are predicated upon our own youth, with its train-

ing, ideals, and habits of thought. These become our fixed mental track, but we should beware lest we forget that those pressing behind us have mental tracks that did not begin with *our* youth. If we would understand Youth we must follow our own line of thinking for our decisions and then must carry on a parallel line of thought which begins from a totally different environment of living, ideas, and manners. Youth is at present pursuing its own quest of truth in its own way despite the fact that it may arrive at our point of view when it reaches middle age.

Youth does not need to understand us as much as we need to understand it. Would it not seem, then, that as administrators, we need to approach middle age in much the same spirit as Stevenson, who, admitting the inevitability of becoming conservative, at the same time understands Youth. We need to develop our administrative machinery, and at the same time recognize the fact that this machinery is not an end in itself, but only a means for helping and better understanding the young men and women in our institutions. If we do these things, we shall avoid expatriating ourselves from the "Kingdom of Youth."

JEREMIAH B. LILLARD

THE JUNIOR COLLEGE IN 1960

Writing on the topic, "A Vision of the Future in Vocational Education," in a recent issue of *School and Society*, Dr. David Snedden of Teachers College, Columbia University, outlines the report that a hypothetical educational commission from China might make upon con-

ditions in the United States in 1960. Portions of this prophecy which refer to the junior college are as follows:

The amazing developments of junior high schools, senior high schools, junior colleges, and departments of arts and sciences in state universities, coupled with widespread and often bitter criticism of the "impractical" effects of all school educations for older children, presently led those institutions to announce that they all stood for the merging of vocational and general education in useful proportions. Junior colleges and liberal colleges became intensely interested in the development of "pre-professional" studies—albeit French, economics, or chemistry might readily be alleged to be "pre-professional" to almost any professional vocation. And, of course, the more academic minds still faithfully urged that "a broad training in the fundamentals"—whatever that might mean—was the only safe and sound foundation for any higher vocation.

It is my confident belief that junior colleges will increase in number throughout the United States during the years which lie immediately ahead. I feel confident that they are here to stay and are to occupy an important place in our scheme of public education.

—GEORGE D. STRAYER

The Junior College should not ape any senior college. It should be a separate institution of its own. There is no doubt that the junior college movement is flourishing in the United States and in my opinion it is a wonderful thing in the system of our education.—WILLIS A. SUTTON, president of the National Education Association.

Should Alaska Establish Junior Colleges?

LESTER D. HENDERSON*

HISTORICAL BACKGROUND

Education in Alaska has passed through a number of stages. The first schools under United States rule were established in accord with Congressional enactment in 1885. These schools were under the direction of the United States Bureau of Education and were maintained for all children regardless of race. The discovery of gold, with the consequent inrush of white settlers and the establishment of large communities, rendered the small sums appropriated by Congress for education in Alaska inadequate. Besides, the type of residents from the States, who made up Alaska's suddenly inflated population, were accustomed to doing things for themselves, and chafed under this highly paternal system of school support and control. Consequently, Congress, in 1900, enacted a law under which the larger communities in Alaska might incorporate as cities and levy taxes for the support of schools and the maintenance of a city government. This law met the needs of such communities, but left a large number of small settlements with no means of providing educational facilities. This situation was remedied in 1905 by the passage of a federal statute providing for the creation of school districts in communities having a specified number of white children. Such schools

were supported from a fund collected in Alaska and disbursed through the office of the Governor of the Territory. These laws definitely removed the white children from the jurisdiction of the United States Bureau of Education and left to that Bureau the administration and support of schools for the aborigines—the Eskimos, Indians, and Aleuts. Accordingly, Alaska now has two separate systems of schools, one governed and supported by the territorial government, and the other by the federal government, through the United States Office of Education, formerly the Bureau of Education.

The passage by Congress of what is known as the "Organic Act," Alaska's Constitution, in 1912, paved the way for further progress in education through the creation of an Alaska legislature, with power to enact territorial laws, levy taxes, and the like. The original act, however, prohibited legislation regarding schools. This prohibition was removed in 1917, and the legislature at its session held that year passed a number of major educational laws. Chief among these was the act creating a so-called uniform system of schools, including kindergartens, elementary schools, high schools, and such higher educational institutions as might from time to time be established. The uniform school act created a Territorial Board of Education with a Commissioner of Education as its

* Commissioner of Education of Alaska, 1917-29.

chief executive officer. At this same session, the legislature enacted a law establishing the Alaska Agricultural College and School of Mines and appropriating money for the construction of a main college building. Subsequent legislatures have amended the original laws, and made increasingly larger appropriations for the support of schools. At its 1929 session, this body enacted an entire school code. At that time, it appropriated a total of \$1,110,700 for elementary, secondary, and higher education in the Territory.

This brief review of the history of educational development in Alaska indicates that the Territory has passed through periods of infancy and adolescence, educationally speaking, and that it is now well launched on that phase of its existence which leads directly to adulthood. The question of the direction of future development, especially as it pertains to higher education, is the subject of this article.

GEOGRAPHY AND INDUSTRIES

Alaska is a land of magnificent distances. The area of the Territory is roughly one-fifth that of the United States proper. If a map of Alaska, drawn to the same scale as that of the United States, were superimposed thereon, the east and west span would equal the distance from the Georgia sea coast to the California coast, while the north and south spread would extend from the Canadian boundary to the waters of the Rio Grande.

This vast area is, in the main, mountainous with a few broad river valleys, largely in the interior section. The coast is rugged and heavily indented with bays and in-

lets. Glaciers appear at more or less regular intervals along the Pacific Coast border. A few are found on the slopes of the higher coastal and interior mountains. However, the climate is far from as rigorous as these accumulations of ice would indicate. Sitka, in the southeastern section, has an annual mean temperature but a few degrees lower than that of Seattle. The January mean temperature for the entire Pacific Coast border south of Bering Sea, including the Aleutian Islands, is 25 degrees Fahrenheit, while the July mean in this area is 55 degrees. All Pacific Coast ports south of Bering Sea are open to navigation the year around. Nome, in the Bering Sea area, is the only port of consequence which is closed to navigation during the winter months. The Alaska railroad, with Fairbanks as its interior terminus, operates during the entire year.

The white population is sparse, and is to be found mainly in the Pacific Coast area and on a few of the larger inland rivers. In the southeastern, or panhandle section, there is an area about 400 miles long, and 100 miles wide, comprising about 7 per cent of the Territory's total area, in which approximately one-half of the white population resides and in which is to be found 60 per cent of the high-school population. Outside of this narrow strip, towns as well as villages are widely scattered. Census figures, since 1910, indicate a steady trend in population away from interior and western Alaska and toward the southeastern section. School enrollment figures, especially of high schools, show the same trend in growth.

The principal industries, in the

order of importance, are fishing, mining, lumbering, fur-farming, and agriculture. From the standpoint of revenue production for governmental purposes and as builders of centers of population, fishing and mining are by far the most important.

HIGHER EDUCATION

Alaska's higher education needs are at present served by the Alaska Agricultural College and School of Mines, a land-grant college situated at College, about four miles from Fairbanks in interior Alaska. This college is about 50 miles north and 120 miles east of the geographic center of Alaska, but is remote from the center of population and particularly removed from the high-school population, as is shown in Table I.

TABLE I

HIGH-SCHOOL ENROLLMENT, GRADUATES,
AND TRAVEL DISTANCE TO THE
ALASKA COLLEGE

Four-Year High Schools	Miles to Alaska College	High- School Enrollment	High- School Graduates, 1930
Ketchikan	1,565	137	19
Wrangell	1,463	33	4
Sitka	1,439	23	0
Petersburg	1,415	45	3
Skagway	1,409	26	2
Haines	1,393	14	2
Nome	1,300	22	4
Douglas	1,291	48	12
Juneau	1,289	145	20
Cordova	723	42	5
Valdez	636	15	6
Seward	466	37	5
Anchorage	352	97	15
Nenana	58	12	1
Fairbanks	4	89	18
Totals		785	116

The high-school enrollment within a travel distance of eight hundred miles of the College is but 292, or 37 per cent of the total, while the remaining 493, or 63 per cent, re-

side at a distance varying between approximately thirteen hundred and sixteen hundred miles. If Nome is eliminated from the group of nine schools in this last-named group, it is found that the eight remaining are all confined to southeastern Alaska, in an area approximately four hundred miles long and one hundred miles wide. The enrollment of these eight high schools is 471, which is 60 per cent of the total.

When the University of Washington, at Seattle, is considered as a possible source of higher education for the graduates of this group of high schools in southeastern Alaska, it is found that the situation is somewhat improved, so far as travel distance is concerned. Likewise the University of Washington is more attractive from the standpoint of the travel time required, in that Ketchikan is two days and Juneau three days distant from Seattle, while they are six and five days distant, respectively, from the Alaska College. Comparative travel distance figures are presented in Table II.

TABLE II

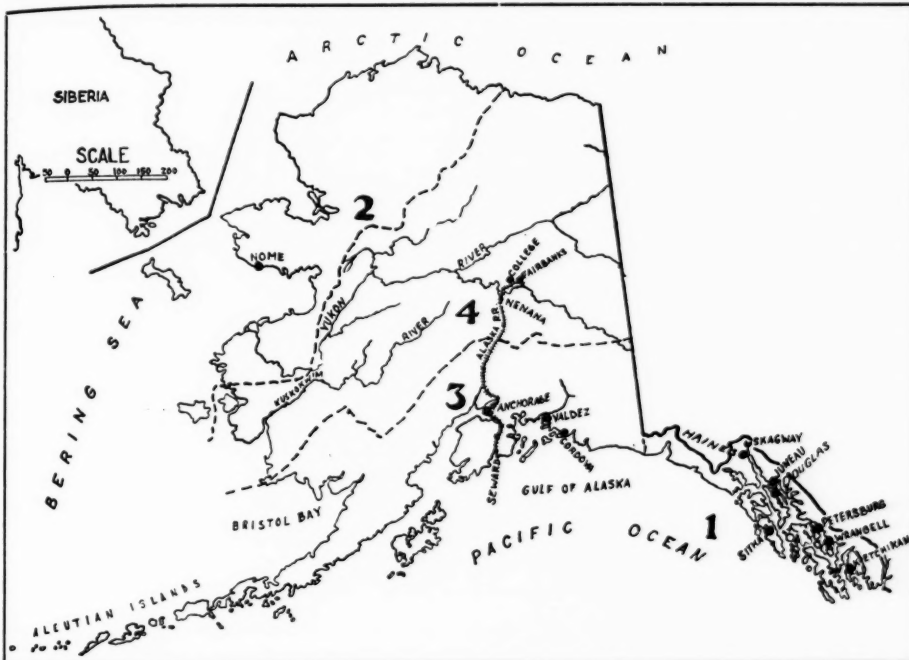
DISTANCES FROM FOUR-YEAR HIGH
SCHOOLS IN SOUTHEASTERN ALASKA
TO THE ALASKA COLLEGE AND
TO THE UNIVERSITY OF
WASHINGTON

Four-Year High Schools	Miles to Alaska College	Miles to Uni- versity of Washington
Ketchikan	1,565	757
Wrangell	1,463	859
Sitka	1,439	1,183
Petersburg	1,415	907
Skagway	1,409	1,153
Haines	1,393	1,137
Douglas	1,291	1,035
Juneau	1,289	1,033

Under these circumstances, it might appear that a comparatively

small percentage of Alaska high-school graduates would enter college. Such, however, is not the case. Alaska's record in this respect speaks volumes as to the enterprise and belief in the higher education of its inhabitants. Figures covering the graduating classes for the years 1918 to 1928, inclusive, show

tendance in Alaska as well as in the States. During the period 1922-1928, inclusive, 60 per cent of the total number of high-school graduates were graduated from the high schools of the first judicial division (see map), 3 per cent from those of the second division, 20 per cent from the third division, and 17 per



that an average of 58 per cent entered institutions of higher learning the year following graduation. This figure may be compared with 45 per cent for the United States as a whole, in 1923, 46 per cent in 1925, and 60 per cent in 1927. If higher-education facilities were nearer at hand, it seems safe to assert that a still larger percentage of Alaska high-school graduates would continue their education.

As a matter of fact, it has been found that proximity to college is a determining factor in college at-

centage from the fourth division. In the same period, percentages of high-school graduates entering universities, colleges, normal schools, and trade schools by judicial divisions were as follows: first, 57 per cent; second, 56 per cent; third, 39 per cent; and fourth, 85 per cent.

In interpreting these figures, the following fact must be kept in mind. The Alaska College is within four miles of Fairbanks, the only city in the fourth judicial division in which a four-year high school was

maintained during the period in question. It will be noted that this division leads its nearest competitor, the first division, by a comfortable margin of 27 per cent, and that it exceeds the second and third divisions by 29 per cent and 46 per cent, respectively. There is every reason to believe that if facilities for higher education were brought nearer other high schools, a marked increase in the number of graduates pursuing higher education work would take place.

From a study of the map of Alaska and of the figures presented in Table I, the following conclusions may be reached:

Nome, in the second judicial division, is isolated. Moreover, the high-school enrollment is small and it would not be practicable to attempt to provide higher-education facilities in this part of Alaska. The Alaska College, 1,300 miles distant, and the University of Washington, 2,500 miles distant, must meet the needs of this section of Alaska until population growth warrants additional facilities.

In the fourth judicial division, the higher-education needs of the graduates of the Fairbanks and Nenana high schools are amply provided for by the Alaska College, distant 4 and 58 miles, respectively, from the two cities.

Of the four cities in the third judicial division, Anchorage and Seward are on the line of the Alaska Railroad and have easy access to the Alaska College. Valdez and Cordova are at some distance from the College. However, the small size of the high schools maintained in these cities, together with the fact that they have no near neighbors, precludes the possibility

of establishing a college in or near either.

In the first judicial division are eight cities, each maintaining four-year high schools. All are far removed from both the Alaska College and the University of Washington, but are near enough to one another to be greatly benefited by the establishment of an institution of higher learning in this section of Alaska. Moreover, these high schools enroll 60 per cent of the Alaska high-school students, and give evidence of a healthy and continuous growth as is shown in Table III, in which the high-school enrollment by judicial divisions over a series of years is given.

TABLE III
HIGH-SCHOOL ENROLLMENT BY JUDICIAL
DIVISIONS, FOR SCHOOL YEARS
1918-19 TO 1928-29,
INCLUSIVE

School Year	First Division	Second Division	Third Division	Fourth Division
1918-19	180	3	72	42
1919-20	206	7	76	56
1920-21	222	9	77	60
1921-22	260	9	117	64
1922-23	261	9	126	64
1923-24	260	22	120	62
1924-25	299	16	150	66
1925-26	343	17	138	83
1926-27	414	19	146	90
1927-28	438	13	182	81
1928-29	468	19	188	91

THE JUNIOR COLLEGE—THE SOLUTION

Manifestly, Alaska cannot maintain two institutions of full collegiate rank, in view of the small number of high-school graduates. As a matter of fact, the isolation of the Territory from the rest of the world presents the most important reason for the maintenance of one such institution. The unscientific location of this college, resulting in cutting off higher educational op-

opportunities from a comparatively thickly populated area, presents a condition which should be remedied as soon as possible. An upward extension of the secondary school curriculum to include junior college work, in the case of secondary schools in which junior colleges would be desirable and effective, seems to present the most satisfactory solution of the problem.

In which of the cities of southeastern Alaska would it be possible to maintain junior colleges? The answer to this question is influenced by the following factors: (1) the size of the high school in the city considered; (2) the proximity of other cities maintaining four-year high schools and the enrollment of such schools; (3) the taxable wealth of the city in which it is proposed to locate the junior college; and (4) the probability of high-school graduates attending such an institution.

Reference to Table I indicates that two of the eight cities in southeastern Alaska are in a class by themselves in the matter of high-school enrollment, namely, Juneau and Ketchikan, with enrollments of 145 and 137 students, respectively. Douglas, which is but two miles distant from Juneau, has a high-school enrollment of 48 pupils. For the purpose in view, therefore, these cities may be considered as one and Juneau may be credited with a high-school enrollment of 193 pupils. Juneau and Ketchikan also are the only cities in which the assessed valuation of property is sufficiently high to make possible any appreciable local support. The assessed valuation of these two cities together with that of a third city nearest to them in valuation follows: Juneau, \$5,180,785;

Ketchikan, \$6,818,160; and Petersburg, \$1,490,000. No other city has an assessed valuation over one million dollars.

Juneau and Ketchikan also have an advantage over other cities in the percentage of high-school pupils within a radius of 150 miles who would need to leave home in order to attend college, as is shown in Table IV.

TABLE IV

PERCENTAGE OF PUPILS WITHIN RADIUS OF 150 MILES WHO WOULD NEED TO LEAVE HOME TO ATTEND A JUNIOR COLLEGE

City	High-School Pupils within 150 Miles	Number to Leave Home	Percentage of Total	Average Travel Distance per Non-resident Pupil
Petersburg	408	353	86.5	127
Juneau	301	108	35.8	125
Wrangell	215	182	84.6	90
Ketchikan	215	78	31.6	127
Haines	233	219	93.9	93
Skagway	233	207	88.8	107
Sitka	216	193	89.3	150

JUNIOR COLLEGE ATTENDANCE?

A questionnaire was sent by the writer to 147 high-school seniors and juniors in southeastern Alaska high schools. It contained questions covering intention regarding further education, institution of higher learning in view, probability of attendance at an Alaska junior college if established in their home town or within a radius of 150 miles of it, and the courses desired. Complete data on all these points cannot be presented within the limits of this paper. Results may be summarized briefly as follows:

1. *Intention.*—Sixty-three per cent plan to continue their education; 19 per cent will probably continue;

17 per cent are uncertain and but 1 per cent positively do not intend to pursue higher-education courses.

2. *Institution in view.*—Only 85 pupils replied to this question. A large variety of institutions were named. It is interesting to note that only 10 per cent mentioned the Alaska College. The University of Washington was mentioned by 22 per cent.

3. *Probability of attending junior college.*—Sixty-one pupils would attend a junior college if established in their home town; 57 are uncertain, and 29 think they would not attend. If the college were established within a radius of 150 miles, 36 are certain they would attend, 70 are uncertain, while 41 think they would not attend.

It is probable that the number who would actually attend a junior college in either case is larger than indicated. Parental pressure and economic stress would doubtless bring a large part of the uncertain group and at least some of the negative group into junior colleges.

4. *Courses desired.*—One hundred thirty-nine pupils indicated a preference for a particular course. Of this number, 19 per cent desire an academic or college preparatory course; 22 per cent engineering courses; 33 per cent business and commercial courses; and 12 per cent a teacher-training course; other courses were mentioned by a few students only.

From the results of the questionnaire it is possible to conclude that if junior colleges were established at Juneau and Ketchikan, the enrollment during the second year in each institution should fall somewhere between fifty and seventy-five students. This number does

not appear to be large, and yet when the fact is considered that the average travel distance to the nearest institution of higher learning, the University of Washington, is approximately one thousand miles for the average student in this section, the attitude toward a small enrollment is materially changed. At the same time such enrollments are by no means rare in junior colleges which have been established under more favorable surroundings. According to the latest "Directory of Junior Colleges," as published in the January 1931 *Junior College Journal*, 165 of the 426 junior colleges for which enrollments were reported had less than 75 students.

POSSIBLE ADULT ENROLLMENT

In estimating the probable size of junior colleges, we have not considered adult enrollment. It is quite probable that a considerable number of adults would enroll for regular courses and still more for special courses. Some evidence on this point is provided from the situation at the Alaska College, which is a community unto itself, located four miles from Fairbanks, a city with a population approximately one-half that of either Juneau or Ketchikan. The college annually offers short courses in home economics, mining, and farming, and permits adults to enroll as special students in regular courses. Of the total enrollment of 191 (including names repeated) in regular classes, special students, and short-course students in 1927-28, there were twenty-eight special students and 108 short-course students. Of the short-course students, 74, approximately three-fourths, were in the home economics section. In the

event that equivalent opportunities were provided in the junior colleges proposed for Juneau and Ketchikan, it is probable that the enrollments would be even larger.

COURSES AND FACULTY

The results of the questionnaire submitted to high-school seniors and juniors indicated a demand for the following courses, in the order named: business and commercial, engineering, academic or college preparatory, and teacher training. A study of lower-division requirements in such courses in the University of Washington and the Alaska College, together with that of curricular offerings in standard junior colleges, indicates that the four courses may be covered adequately by the subject offerings listed in Table V. This table also contains an estimate of the number of instructors required to conduct the work by giving each a teaching load of eighteen hours. During the first year's existence of the colleges, it is improbable that there would be any occasion to offer second-year work in the majority of the courses. By care in selecting instructors and by making arrangements for desirable combinations of teaching subjects, it should be possible to conduct the work satisfactorily with a faculty of five or six instructors. Proctor¹ estimates that one-third less instructors are required during the first year of the life of a junior college than are needed when two years of work are offered.

¹ W. M. Proctor in *Junior College Survey of Siskiyou County, California*, Ricciardi *et al.*, pp. 38-40.

TABLE V

SUBJECTS WITH SEMESTER-HOURS AND NUMBER OF INSTRUCTORS REQUIRED

Subjects	Semester Hours	Number of Instructors
English	36	1
Modern and Foreign Language and Literature.....	36	1
Natural Science	36	1
Business and Commercial..	36	1
Mathematics	30	2
Engineering and Mining.....	42	
Education	36	2
Social Science	24	
Philosophy and Psychology	12	—
Totals	288	8

BUILDINGS AND COSTS

In the case of Juneau a wing could be added to the present high-school building for junior college purposes, while in Ketchikan a separate building should be erected. In each case, an appropriation of \$50,000 by the territorial legislature for building purposes would enable the two communities to construct and equip adequate buildings.

In determining the approximate cost of junior colleges of the size and type needed in Alaska, we can best be guided by the experience in the States. It is generally estimated that instructors' salaries represent between 70 and 80 per cent of the current expenses of a junior college. Salaries in junior colleges vary. However, it is felt that the average salary in Alaska should at least equal that paid in California, \$2,700. On this basis, the item of instructors' salaries would be as follows for each school for the first biennial period:

First year—6 instructors at \$2,700 each	\$16,200
Second year—8 instructors at \$2,700 each	21,600
Total for two years.....	\$37,800

In order to be conservative, the salaries paid instructors will be

considered as equaling 70 per cent of the total cost. On this basis, the cost of each school for the first two years would be \$54,000, or an average of \$27,000 per year. Thereafter, the cost would be approximately \$30,000 annually.

Since junior colleges are to be regional rather than strictly local, it is to be expected that rather generous territorial support would be given. Moreover, this is in line with Alaska's settled educational policy. At the present time, the cities of Juneau and Ketchikan receive from territorial appropriations 70 per cent of expenses for school maintenance from kindergarten through the high school, except on items of building construction and repairs and improvements to buildings, with a maximum of \$40,000 annually. Cities having a smaller average daily attendance receive 75 per cent and 80 per cent, the amount depending upon the size of the school system.

It is recommended that Alaska follow the principle of the California law for junior college support which gives to each junior college, from state funds, \$2,000 annually and \$100 per unit of average daily attendance. The fact that Alaska junior colleges will be small, and therefore relatively more expensive per capita than those in California, and that school district valuations are much lower will necessitate more generous support. It is proposed that Alaska junior colleges receive from the Territory annually a lump sum of \$10,000 and an additional \$200 per student in average daily attendance.² On this basis, a junior college having 60 units of average daily attendance would require an annual appropriation from

the Territory of \$22,000, leaving \$8,000 to be raised from local taxation. It is safe to state that some time would elapse before the annual territorial appropriation would be in excess of \$25,000, since this amount, under the plan outlined above, would provide for 75 units of average daily attendance. To provide for two junior colleges, therefore, would require an outlay of \$100,000 for buildings and equipment, and not to exceed \$100,000 biennially thereafter for support.

CAN ALASKA AFFORD IT?

The question as to whether or not Alaska can afford to maintain junior colleges, under conditions as outlined in the preceding section, naturally arises. A brief consideration of the Territory's fiscal system indicates an affirmative answer.

The period January 1, 1919, to December 31, 1928, was one of pronounced expansion in territorial disbursements. The reports of the Territorial Treasurer indicate that during the biennium January 1, 1919, to December 31, 1920, disbursements totaled \$1,433,551, while disbursements for the biennium January 1, 1927, to December 31, 1928, totaled \$3,066,126. In spite of this large increase in expenditures, the balance on hand on January 1, 1929, was approximately \$125,000 greater than on January 1, 1919. This in itself would in-

² A student in average daily attendance should be defined as the quotient arising from division by thirty of the total number of semester-hours carried during the two semesters of a college year by regular full-time junior college students, and by special day and evening class junior college students, including adults. For this purpose no student should be credited with over 30 semester-hours.

dicade that the fiscal system is on a sound basis. During this period, few sources of additional revenue were provided, and in no instance was a special tax levied for a particular purpose.

Some idea of the amounts expended for specific purposes may be gained from Table VI, which lists three of the major purposes for which territorial money is expended.

TABLE VI

APPROPRIATIONS FOR CERTAIN PURPOSES
BY ALASKA LEGISLATURE,
1919 TO 1929

Year	For Elementary and High Schools	For Alaska College	For Roads
1919	\$423,500	.....	\$375,000
1921	470,000	\$41,000	240,000
1923	674,000	96,000	240,000
1925	740,000	163,360	260,000
1927	850,000	135,350	460,000
1929	942,500	110,300	320,000

The following excerpt from the report of the Territorial Treasurer for the biennium ended December 31, 1928, is of interest:

The biennium closed with a substantial cash balance on hand (\$657,978.57), larger in fact than the closing balance for the biennium ended December 31, 1926, notwithstanding the poor salmon season of 1927 and the purchase of bonds to the extent of \$81,000 par value for Pioneers' Home Building Fund Purposes.

If the Territory's revenue system is such that \$81,000 can be set aside during a particular biennium as a sinking fund for public buildings without special provision being made therefor in the revenue bill as was done in the instance cited above, and if it has been possible for the Territory to appropriate \$435,710 (see Table VI) during the

period 1921 to 1928 for the development and support of the Alaska College alone and at the same time build up an increase in surplus of \$125,000 during the period 1919 to 1928, inclusive, it would seem that the small additional amount required to provide for the support of two junior colleges would not seriously affect the financial balance.

PROPOSED LEGISLATION

Proposed junior college legislation includes the following essential features: (1) authorization of the establishment of junior colleges as a part of the secondary school system; (2) defining the term junior college; (3) limiting the establishment of junior colleges to cities having an assessed valuation of at least \$5,000,000 and maintaining high schools having an average daily attendance of at least 100 students; (4) providing for an election at which the electors of a city decide by majority vote to add junior college work to the secondary school system; (5) outlining the powers and duties of the commissioner of education relative to approving the establishment of junior colleges, regulating courses of study, etc.; (6) providing for the control of junior colleges by the city school board; (7) setting up the qualifications of instructors; (8) setting up a system of territorial support on the basis of an annual grant of \$10,000 and a distribution of \$200 for each student in average daily attendance; (9) requiring reports; (10) setting up the method of payment of territorial moneys for support; and (11) prohibiting tuition charges.

Activities of Junior College Transfers

LUTHER C. GILBERT*

INTRODUCTION

The recent growth and development of the junior college raises a question regarding the status of students transferring from these institutions to the universities. An analysis¹ of the records of junior college transfers at Stanford University shows them to be distinctly superior both in academic ability and achievement to students who have entered directly from the high school. Junior college transfers to the University of California average

about the same as the "native" university students upon graduation, but elimination is greater for the transfer: on the whole the transfers show lower average scholarship records for the upper division work than the "native" university students.² In athletic activities the junior college transfer is more than holding his own.³

What is the situation regarding the junior college transfer in student activities in general? The point assumes importance by virtue of the fact that much evidence favors a positive correlation between success in scholarship and life and participation, within limits, in student activities in the institutions of higher education. Bevier⁴ found that success in life for editors of school publications was about twice as great as that for the non-editors. The report of the Carnegie Foundation for the Advancement of Teaching on *American College Athletics*⁵ made the point that, even though athletes have not won the best places in life, they are apt to be the best endowed by inheritance. Smith⁶ scrutinized the records of Wisconsin graduates over a period of forty-five years and concluded that those high in college life activities were likewise high in life success. Worcester⁷ found that students not engaging in outside work or athletics failed to employ the corresponding time in such a way as to increase academic efficiency. Chapin⁸ at Smith

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¹ W. C. Eells, "Records of Junior College Transfers in the University," *School Review* (March 1929), XXXVII, 187-97.

² G. M. Ruch, D. C. Baker, and E. Ryce, "A Comparison of Scholarship Records of Junior College Transfers and Native Students of the University of California," *California Quarterly of Secondary Education* (April 1929), IV, 201-13.

³ W. C. Eells, and H. M. Davis, "The Junior College Transfer in University Athletics," *School Review* (May 1929), XXXVII, 371-76.

⁴ L. Bevier, "Student Activity and Success in Life," *Educational Review* (June 1919), LVIII, 1-7.

⁵ Carnegie Foundation for the Advancement of Teaching, *American College Athletics* (1927), Bulletin 23.

⁶ H. A. Smith, "College Records and Success in Life," *Education* (May 1927), XLVII, 513-29.

⁷ D. A. Worcester, "Effect of Outside Activities and Athletics upon Scholarship," *School and Society* (December 1923), XVIII, 779-80.

⁸ F. S. Chapin, "Extra-Curricular Activities of College Students," *School and Society* (February 1926), XXIII, 212-16.

College, Knox and Davis⁹ at the University of Colorado, and Crawford¹⁰ at Yale found that undergraduates participating in student activities were better students than the non-participants.

At the beginning of the junior college era the provision of facilities for student activities presented a distinct problem, especially where the college was housed in the high-school plant.¹¹ The situation militated against the school spirit and resulted in a feeling of deprivation on the part of the students. But by 1924 the situation had improved: Koos¹² reported an inquiry revealing a wide range of student activities in the junior colleges with student memberships reaching higher points than in state universities and with junior colleges outdoing other types of institutions in office holding. In 1928 Proctor¹³ in a special report stated that Sacramento Junior College provided ample opportunity for both athletic and scholarly activities. In 1930 questionnaire replies¹⁴ from 3,058 junior

college students disclosed the fact that at the present time the junior colleges in California are giving students more than adequate chances to secure results from student activities.

The question then arises as to the effect on activity participation of transfer from the junior college to a large university. Does the transferred student hold his own? Does he find a better opportunity in the larger institution for the experiences that constitute laboratory work in citizenship, or does he find a poorer opportunity? How does he compare with the student who has entered the university directly from the high school? To what extent does he avail himself of his opportunity?

PURPOSE

More specifically, it is the purpose of the present investigation to study, (1) the number of activities engaged in by the junior college students who transfer to a large university as compared with the number of activities engaged in by the four-year university students; (2) the percentages of transfers engaging in the various numbers of activities as compared with the percentages of non-transfers; (3) the types of activities engaged in by transfers and non-transfers; (4) the parts taken in the activities by transfers and the non-transfers; (5) the reasons of both groups for taking up the activities; (6) the reasons for dropping the various activities; (7) the reasons for never engaging in various activities.

PROCEDURE

Questionnaires were submitted to 276 juniors and seniors enrolled

⁹ J. E. Knox and R. A. Davis, "Scholarship of University Students Participating in Extra Curricular Activities," *Educational Administration and Supervision* (October 1929), XV, 481-93.

¹⁰ A. B. Crawford, "Motivating Effect of Student Activities," *Incentives to Study* (1929), 83-91.

¹¹ W. D. Fuller, "Extra-Curricular Activities in a Junior College," in *The Junior College: Its Organization and Administration* (W. M. Proctor, Editor, Stanford University Press, California, 1927), chapter ix.

¹² L. V. Koos, *The Junior College* (1924), I, 182-88.

¹³ Wm. Proctor, *Sacramento School Survey* (October 1928), p. 396.

¹⁴ W. C. Eells and R. R. Brand, "Extra-Curricular Activities in the Junior Colleges in California," *School Review* (April 1930), XXVIII, 276-79.

in classes in the Department of Education at the University of California. Of these 111 had transferred from California junior colleges at the beginning of the junior year, and 165 had entered the University directly from the high school. Thirty of the transfers and 27 of the non-transfers were men.

Particular care was taken in wording the questionnaire that attention should not be directed in any way to the fact of transfer or the lack of it. The students were all members of the same classes: in asking them to reply to the questionnaires the writer simply explained that he wished to secure information regarding student activities.

RESULTS

Table I presents the data concerning the average number of activities engaged in by transfers and non-transfers. Of the 111

TABLE I

AVERAGE NUMBER OF ACTIVITIES ENGAGED IN EACH SEMESTER

Semester	Transfers		Non-transfers	
	No. of Cases	Average No. of Activities	No. of Cases	Average No. of Activities
I	111	3.1	165	1.9
II	111	3.7	165	2.2
III	111	3.9	165	2.3
IV	111	4.4	165	2.4
V	111	1.3	165	2.2
VI	111	1.5	165	2.3
VII	42	1.9	65	2.3
VIII	42	1.8	65	2.3

transfers, 42 had attained eighth-semester standing and 69 sixth-semester standing. Of the 165 non-transfers, 65 had attained eighth-semester standing; 100, sixth-semester standing.

The significant data from this

table are presented in graphic form in Figure 1.

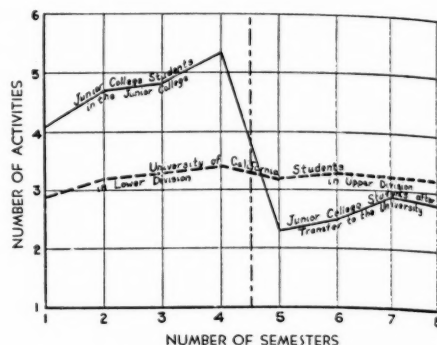


FIG. 1.—Average number of activities engaged in each semester, transfers and non-transfers.

The table and the figure show very clearly that the average number of activities engaged in by the transfer students during the junior college period is greater than the average number of activities engaged in by non-transfers during the freshman and sophomore years, or during the junior and senior years. For both groups there is an increase after the first semester and the increase continues each semester up to the fourth. Non-transfer students carry about the same load during the last two years as during the first two. But for the transfers admission to the university is characterized by a sharp decrease, and, although continued attendance results in the curve rising during the sixth and seventh semesters, it never reaches the level of the non-transfers.

NUMBER OF ACTIVITIES

Table II shows the percentages of the total numbers of students engaging in each of the various numbers of activities. The table

should be read: 19 per cent of all the junior college transfers engaged in one activity the first semester; 32 per cent of all the non-transfers

participating in four or more activities were greater in the aggregate for the junior college students than for those entering the University as

TABLE II

PERCENTAGES OF THE TOTAL NUMBERS OF STUDENTS ENGAGING IN THE VARIOUS NUMBERS OF ACTIVITIES

Semester		No.	Number of Activities												
			0	1	2	3	4	5	6	7	8	9	10	11	12
I	{ T*	111	12	19	19	15	9	8	6	5	4	..	3	..	..
	{ N	165	19	32	19	17	5	4	2	1	..	1	..	..	..
II	{ T	111	6	17	17	16	12	7	8	9	5	1	1	1	..
	{ N	165	18	22	22	17	9	6	4	1	..	1	..	..	..
III	{ T	111	4	14	19	15	10	9	8	13	3	4	..	..	1
	{ N	165	12	23	26	18	10	5	3	1	1	1	..	..	..
IV	{ T	111	3	11	13	16	13	6	12	7	3	3	..	..	..
	{ N	165	13	20	24	17	14	7	2	1	1	1	..	..	..
V	{ T	111	30	36	17	9	3	4	1	..	..	..	..	..	..
	{ N	165	16	19	32	14	8	7	2	1	1	..	..	..	..
VI	{ T	111	27	32	18	15	4	4	..	..	..	..	..	..	..
	{ N	165	16	20	26	18	8	5	2	4	1	..	..	..	..
VII	{ T	42	19	21	32	14	7	7	..	..	..	..	..	..	..
	{ N	65	17	22	26	14	9	5	5	1	1	..	..	..	..
VIII	{ T	42	19	29	34	13	5	..	..	..	..	..	..	..	..
	{ N	65	18	19	23	17	12	5	6	..	..	..	..	..	..

* T, transfer; N, non-transfer.

engaged in one activity during the first semester, and so on.

Several significant facts stand out upon analysis of this table. For example, during the freshman and sophomore years larger percentages of non-transfers engaged in no activity than did the junior college students; during the junior and senior years the situation was reversed. Only 3 per cent of the junior college students failed to participate at all during the fourth semester; upon transferring to the University 30 per cent failed to participate at all, and although this percentage was reduced during the last two years, it never quite equaled the low point of the non-transfers.

Further, during the first four semesters the percentages partici-

freshmen from the high school; during the last four semesters the situation was reversed.

OFFICES HELD IN ACTIVITIES

Table III (p. 422) summarizes the data regarding the parts taken in the activities. The students were requested to designate on the questionnaires whether they served as captains (or presidents), members of the team, secretaries (or minor officers) or merely as participants. The table shows the relationship between these various rôles and the total number of participations for the group. That is, approximately one-half of one per cent of all the participations of the transfer students were of the captaincy type during the first semester, about three per cent of all the participa-

tions of the transfers were of the member-of-the-team type during the first semester, and so on. Analysis of the table shows that the percentage of captaincies for the first two years was more than four times as great for the junior college

percentage of ordinary membership participations was slightly greater for the junior college students than for the university students; during the last four semesters the percentage of the non-transfers nearly doubles that of the transfers.

TABLE III

PERCENTAGE OF PARTICIPATION IN
ACTIVITIES

Semester	Captain or Presi- dent		Mem- ber of Team		Secretary or Minor Officer		Par- tici- pant	
	T.	N.	T.	N.	T.	N.	T.	N.
I	0.5	0.2	2.3	0.5	0.3	0.1	13.2	11.9
II	0.8	0.3	3.2	0.6	0.8	0.3	14.4	13.5
III	1.5	0.3	2.2	0.6	1.1	0.4	15.3	14.1
IV	1.7	0.3	3.0	0.6	1.2	0.7	16.8	14.4
Total ...	4.5	1.0	10.7	2.3	3.4	1.5	59.7	53.9
V	0.1	0.5	0.5	0.2	0.1	1.0	6.6	12.9
VI	0.1	0.5	0.5	0.3	0.1	1.2	7.3	13.1
VII	0.2	0.6	0.1	0.2	0.3	0.2	3.1	4.7
VIII	0.3	0.7	0.1	0.2	0.1	0.2	2.4	4.8
Total ...	0.7	2.3	1.2	0.9	0.6	2.6	19.4	35.5

students as for the four-year University students. But during the last two years the percentage of non-transfers holding captaincies was about three times as great as the percentage of transfers holding captaincies. Team memberships during the freshman-sophomore years occur almost five times as often per junior college participation as per non-transfer participation; but during the last two years they occur less than twice as often. The percentage of participations of the minor officer type was more than twice as great for the junior college people during the first two years as for the others; during the last two years the percentage was higher for the non-transfers. During the first four semesters the

TYPES OF ACTIVITIES

The data also permit of comparisons as to types of activities in which the two groups engage. Table IV shows the average extent to which each student participated in each of the various major groups of activities. The data were obtained by dividing the number of participations for each group of activities by the number of participants. In other words Table IV shows that during the first semester each non-transfer averaged about one-half a participation in an athletic activity, whereas the transfers averaged about one and one-quarter participations, and so on.

Analysis shows that athletic participation was the greater for the junior college student during the first two years; a marked decrease took place upon transfer to the university, nevertheless the chances of athletic participation there during the last two years were as good, if not better, for the transfers as for the non-transfers. It is interesting to note that this finding is in keeping with that of Eells and Davis¹⁵ in their study of transfers at Stanford University.

In the literary field chances of participation were about twice as

¹⁵ W. C. Eells and H. M. Davis, "Junior College Transfer in University Athletics," *School Review* (May 1929) XXXVII, 371-76.

great in the junior college as at the university during the first two years: upon transfer they were approximately cut in half, so that the average participation of the non-transfer became the greater. In

determined for both groups of students (Table V), the greatest interest of the four-year university group appears to be in social and religious activities, with athletics taking second place; literary ac-

TABLE IV

AVERAGE NUMBER OF ACTIVITIES OF THE MAJOR TYPES FOR EACH TRANSFER AND EACH NON-TRANSFER

Number of Activities		Semester I	Semester II	Semester III	Semester IV	Semester V	Semester VI	Semester VII	Semester VIII
Athletics	{ N.	0.5	0.7	0.7	0.7	0.5	0.5	0.5	0.5
	{ T.	1.3	1.6	1.3	1.7	0.6	0.6	0.5	0.5
Literary	{ N.	0.4	0.5	0.4	0.4	0.3	0.4	0.3	0.3
	{ T.	0.7	0.8	1.0	1.1	0.1	0.2	0.2	0.2
Musical	{ N.	0.1	0.1	0.1	0.1	0.1	0.1	0.0	0.1
	{ T.	0.2	0.2	0.3	0.3	0.1	0.1	0.2	0.2
Social and Religious	{ N.	0.9	1.0	1.1	1.2	1.2	1.2	1.2	1.1
	{ T.	0.8	1.0	1.1	1.1	0.5	0.6	0.8	0.6
Honor Societies	{ N. ....	...	...	...	...	0.1	0.2	0.2	0.3
	{ T.	0.1	0.2	0.2	0.3	0.0	0.0	0.1	0.1

musical activities the junior college student took part twice or three times as often as the university student during the freshman and sophomore years: while participation decreased markedly upon transfer, nevertheless the transfer held his own with the non-transfer and even exceeded him during the last two semesters. No great amount of difference appears between the two groups in social and religious participations during the first two years, but the non-transfer takes a decided lead during the last two years. Comparisons are difficult with respect to honor societies because of the varying rules regarding eligibility: the data show that during the junior and senior years the non-transfers greatly exceeded the transfers in membership in them.

If the percentages of participations for each type of activity are

activities, third place; musical activities, fourth place; and honor societies, fifth place. For the transfers, athletics commands first place with social and religious activities second; literary activities, third; musical activities, fourth; and

TABLE V

PERCENTAGE OF FREQUENCY OF PARTICIPATIONS IN THE VARIOUS MAJOR GROUPS OF ACTIVITIES

Activities	Non-transfers	Transfers
Social and religious.....	49	28
Athletic	27	39
Literary	17	21
Musical	4	7
Honor societies	3	5

honor societies, fifth. In considering these rankings, it should be borne in mind that the majority of the students in both groups were women.

REASONS FOR TAKING UP ACTIVITIES

Table VI summarizes the reasons given for taking up the various ac-

TABLE VI

REASONS FOR TAKING UP THE VARIOUS ACTIVITIES (PERCENTAGE)

Reasons	First Two Years		Last Two Years	
	T.	N.	T.	N.
1. Enjoyment, recreation	40.3	32.5	27.8	25.0
2. Association with friends who participate	11.1	15.9	17.0	13.7
3. No reason	9.1	7.0	7.1	5.4
4. Relationship to academic major	8.3	6.9	10.7	18.5
5. School spirit	7.3	1.3	.9	3.2
6. Desire to profit by facilities offered ..	6.2	8.5	9.8	5.0
7. Personal encouragement to participate ..	4.4	4.5	5.3	5.0
8. Training for future use of leisure.....	3.4	3.3	.9	2.5
9. Required	2.7	1.7	2.7	2.5
10. Desire for training without class requirements	2.6	3.9	1.8	3.7
11. Desire to form new acquaintances	2.5	10.9	14.2	10.0
12. Health reasons.....	1.8	3.3	1.8	5.2

tivities. The table should be read: 40.3 per cent of all the reasons given by the junior college students

for taking up the activities during the first two years belong under "Enjoyment, recreation," and so on.

A few points are worthy of special note. During the first two years "school spirit" ranked fifth in importance for the junior college students: relatively it accounted for participation six times as often with them as with the university students. During the last two years, after transfer, "school spirit" ranked at the bottom of the list of reasons. The "desire to form new acquaintances" was about five times as important to the freshman or sophomore in the larger institution as to the junior college student; after transfer to the university at the end of the sophomore year it increased about seven times in importance.

WHY ACTIVITIES WERE DROPPED

Table VII summarizes the reasons given for dropping the various activities. Of prime significance is the fact that 35.3 per cent of all the reasons given by the junior college students was "transfer to a new institution."

TABLE VII

REASONS FOR DROPPING THE VARIOUS ACTIVITIES (PERCENTAGE)

Reasons	First two years		Last two years	
	Transfers	Non-transfers	Transfers	Non-transfers
1. Transfer to a new institution.....	35.3	0	0	0
2. Increasing demands of classroom work.....	14.5	32.5	38.8	30.8
3. Increasing demands of part time work.....	11.1	9.3	9.7	17.8
4. No reason	10.3	14.9	12.5	17.8
5. Loss of interest in the activity.....	7.4	16.2	5.5	8.9
6. Desire to devote more time to other activities.....	5.9	7.6	12.5	11.1
7. Too many participants at University of California..	3.7	2.2	2.8	1.1
8. Lack of required training.....	2.3	3.2	0	3.4
9. Less encouragement to participate.....	2.3	0.1	2.8	2.2
10. Too little value realized from activity.....	2.1	6.0	6.9	1.1
11. Financial stress	2.0	0.1	5.5	1.1
12. Lack of friends among participants.....	1.7	4.5	2.8	0
13. Values of activity already realized.....	1.2	1.6	0	3.4
14. Lack of proper facilities for activity.....	0.5	1.4	0	1.1

Table VIII presents the data covering the reasons given for never taking up the various activities. The outstanding phenomenon here is the almost perfect agreement between the groups as to the importance assigned to the various reasons.

TABLE VIII

REASONS FOR NEVER ENGAGING IN THE
VARIOUS ACTIVITIES (PERCENTAGE)

Reasons		Non- Transfers transfers
1. Lack of interest in the activity	27.5	26.9
2. Lack of ability for activity	18.2	19.9
3. Lack of time.....	15.3	17.2
4. For men students only.....	10.8	15.1
5. No reason	8.6	4.9
6. Lack of necessary training	7.0	8.3
7. Lack of facilities.....	5.8	1.0
8. For women students only. .	2.3	1.2
9. Lack of friends among participants	1.7	2.6
10. Financial reasons	1.6	2.0
11. Health reasons	0.7	0.3
12. Too many participants at U.C.	0.4	0.7

SUMMARY

The foregoing findings may be summarized as follows:

1. The junior college student outdoes the four-year university student in the average number of activities so long as he remains at junior college. Upon transfer to the university his participation shows a marked decrease, so that during the junior and senior years the non-transfer outdoes the transfer in activity. Transfer students participate in no activities during the junior college period less often than non-transfers during the freshman and sophomore years; during the junior and senior years the situation is reversed. Further,

the transfer student has a better chance of participating in four or more activities during the junior college period than has the non-transfer during his first two years; after transfer the situation is reversed.

2. The junior college student has a better chance of holding office than the freshman or sophomore at the university. Upon transfer, the junior college student's chances decrease, while those of the four-year university student increase. During the junior and senior years the non-transfer outranks the transfer in office-holding.

3. On the whole, the chances of participation in each of the major groups of activities (athletic, literary, etc.) are better for the junior college student during his first two years than for the university student during his first two years. The opposite is true during the last two years, except in athletics and musical activities, where the transfer continues to hold his own. In general, social and religious activities are most popular with the four-year university student; athletic activities are most popular with the junior college transfers. (The groups analyzed were made up largely of women.)

4. "Enjoyment, recreation" is the reason most often given by both groups for taking up the various activities. During the last two years both groups stress "companionship with friends who participate," but while the non-transfers accent the "relationship to academic major," the transfers accent the "desire to form new acquaintances."

5. In giving reasons for dropping the various activities both groups stress the "increasing demands of

classroom work." The reason most frequently given by the junior college students for dropping activities at the end of the second year is "transfer to a new institution"; thirty-five per cent of the replies were of this order.

6. Both groups are in almost perfect accord in ranking their reasons for never taking up the various activities.

GENERAL CONCLUSIONS

The findings are in agreement with the statements of previous investigators in indicating that the junior college now offers wide opportunities for student activities and that junior college students outrank state university students in memberships and office-holding. But the data further show that, while the four-year university student improves his standing somewhat in these respects during his last two years, the junior college student upon transfer to the university drops off sharply in the total number of his participations and in office-holding and never succeeds in gaining an equal footing with the non-transfer. The decline is accounted for by the transfers mainly on the score of the disadvantage due to the change to the new institution. Except for ordinary participation in athletics and musical activities, the junior college student in the university does not appear to hold his own.

SANTA ROSA BUILDING

With the completion of the long-promised junior college building of the Santa Rosa (California) Junior College definitely scheduled for some time in April, steps are being

taken now by the Board of Education toward the arrangement of details for furnishing and equipment. Barring untoward weather conditions, the structure will probably be finished early in the month. Contrary to previous announcement, college classes will not be held in the new edifice until next fall, owing to the fact that the lateness of the date of final completion would make moving at that time impracticable.

Tentative arrangements are now being discussed for the installation of a set of five-tone Westminster chimes on the campus. Ultimately, a clock tower will mark the auditorium building.

IN CHINA AND JAPAN

Dr. Edgar W. Knight, professor of education at the University of North Carolina, plans to spend six or seven months abroad. He will act as educational adviser in China to a staff of eight men representing the Institute for Research in Religion and Social Science. It is proposed to make an inspection of schools, colleges, hospitals, and agricultural experiment stations supported by American effort. Dr. Knight's work will be concerned with secondary schools and colleges, and he will be in Japan for some time to inspect junior colleges of that country.

Information has just been received from Timothy Lehmann, president of Elmhurst College, that it is no longer a junior college but now gives four years of college work. Elmhurst is a Lutheran college for men, established in 1919 at Elmhurst, Illinois.

The Yearbook of the Junior College

INEZ FROST*

Equally applicable to Stevenson's shadow and to the junior college yearbook is the implied question in his "And what can be the use of him is more than I can see." Although few junior colleges in Kansas publish yearbooks or annuals, the students in the Hutchinson Junior College, Hutchinson, Kansas, answered this question, "much use," in the first year of the existence of the institution; and they have been answering in the same way for the past three years. These are students who, indeed, have a voice in the matter; no one wishes to force a yearbook upon them. They vote whether or not they want a book, then on the same ballot sign (or refuse to sign) their names to this pledge: "I hereby agree to buy, at a date later set by the annual staff, one or more copies of the *Scarlu* at \$1.50 per copy." More than four-fifths of the students vote favorably and pledge to buy a copy of the book.

In this very enthusiasm may be read the answer to "what can be the use" of a junior college yearbook. At this time when students in junior colleges are giving as their chief objection to a smaller institution the fact there is so little to do except to study, it behooves these colleges to provide student activities, and these, too, of a kind that will appeal to students of various tempera-

ments. Work on a publication, be it college paper or year book, is not lacking in variety. Editing requires students with different talents: the student who in the very beginning can see mentally the finished book and can thus make a good "dummy" or pattern; the one who can organize a plan for taking photographs, and be diplomatic in securing them; an executive who not only can assign stories, but can edit them once they are turned in; an artist whose chief delight is making the ink sketches for zinc etchings used in the borders, division page illustrations, and cartoon sections; and, of course, a business manager who has both the knack for keeping books and the tact necessary for working in harmony not only with the staff, but with the entire student group. After all, a yearbook has to be paid for and money must be collected!

FINANCING THE YEARBOOK

And therein lies the chief criticism of publishing a year book, be it a junior college one or otherwise. It costs, not a small sum of money, but a great deal. It may be said, relative to this matter of cost, that payment for the book is made as easy as possible for students in the Hutchinson Junior College. The student activity fund pays to the annual board approximately 25 per cent of the total cost, the individual thus paying less for his copy of the

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book and his share of expense for engraving. Then, too, the staff and business manager save approximately one-third the normal cost of a book by getting all copy to engravers and by placing all orders for covers, photography, etc., at a time to secure the best discount rates. Companies that make engravings, photographs, and yearbook covers have their busy and their slack seasons; naturally they are willing to make attractive discounts to those who will bestir themselves to make a busy season a bit less busy by making a slack season a little less slack!

Regardless of cost then, Hutchinson Junior College students are interested in a yearbook; and students in neighboring high schools, already planning to attend college, are also interested in that yearbook. They may become so intrigued, as they look at the annual, as to wish to attend the particular institution which it represents! One can scarcely wonder at the decision when he considers that the Hutchinson Board of Education provides each of their school libraries with a timely copy of the yearbook, mailing it the first of May. Why shouldn't these students find the faces of their former schoolmates and learn what active parts they have been taking in college life? Why shouldn't they feel the friendliness of the school, the spirit of it, as expressed in the yearbook? That spirit, that friendliness, is, of course, not accidental. From the time the first page is planned, of course, the staff keeps in mind these prospective students.

The theme of the 1930-31 *Scar-lue* is but an example: "The College Holds Open House." A title-page

showing a line of students filing in, a receiving line of faculty and students, the "open house" program consisting of a varied curriculum and interest-holding student activities—all of these represent not only the annual farewell entertainment for those who are to be graduated, but the annual explanation and welcome to prospective students as well. That welcome, together with other factors, is effective. Those students do come; as a matter of fact, they constitute approximately one-third the total enrollment of the college.

"WHAT CAN BE THE USE?"

Of course, after all, an institution publishes a yearbook primarily to promote good will and a feeling of solidarity among its own students. Let the skeptic, who doubts that a yearbook accomplishes this purpose, seek out the place of the May Day celebration, the all-school frolic of the Hutchinson Junior College, where he may watch the distribution of the yearbooks—the climax to a day of good fellowship. There, still musing upon the uselessness of a yearbook, let him put to those about him, not Stevenson's implied question concerning his shadow, but the direct one concerning the yearbook: "What can be the use?" Let him find his answer, if he will, in the smiles that play over the faces of the young man and the young woman seated there under a tree, as they find their pictures, together, in the feature section of the book; or, better still, let him wait another year for the same answer; all are too busy now, smiling and reminiscing, to answer him in words.

Evolution of the Joliet Junior College

THOMAS M. DEAM*

In the minutes of the Board of Education of the Joliet Township High School for December 3, 1902, is found the action of that official body to the effect that "graduates of the high school may take postgraduate work without any additional charge being made." This ruling by the Board of Education was perhaps sufficient evidence to support the statement of Dr. J. Stanley Brown in his address before the National Conference of Junior Colleges, which met in St. Louis in 1920, that the Joliet Public Junior College started in 1902.¹

EARLY POSTGRADUATE WORK

Individual scholarship records in the office show that credit was given in college for postgraduate work in advanced physics as early as 1900. College credit was given for chemistry in 1901. Trigonometry and college algebra were other subjects for which credit was given as early as 1901. By examination, students were given college credit in German, also, as early as 1901. The present clerk of the board, who was clerk of the board at that time, said that charge was never made for postgraduate work, and there is nothing in the records to disprove his state-

ment. Undoubtedly the number of postgraduate students was becoming large enough by 1902 to add materially to the cost of the running of the institution, and the superintendent desired official approval for allowing postgraduates to attend high school without paying tuition.

The development and growth of the Joliet Junior College have been gradual and slow from the very beginning. But in particular years, as in 1902, peaks of certain developments were reached. For example, if we may think of the year 1902 as the date when postgraduate work in the high school was sanctioned by the Board of Education, we may consider the year 1914 just as significant, for in that year the Board of Education selected architects to draw up plans for the addition which came to be known as the Junior College Extension. The year 1917 stands out plainly in the development of the junior college for two reasons: it was the year 1917 that the North Central Association of Colleges and Secondary Schools first accredited the work done in the institution, and it was the year 1917 that the State Examining Board for the first time approved the college credits for teacher certification purposes. The fourth significant date was 1928, when the North Central Association, through the request of Dr. L. W. Smith, then superintendent of the Joliet Township High School and Junior College, granted the

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¹J. Stanley Brown, "The Growth and Development of Junior Colleges in the United States," *United States Bureau of Education Bulletin*, No. 19 (1922), p. 27.

Joliet Junior College permission to conduct educational experiments in the field of student achievement as related to articulation of courses. This privilege has made for economy of time as I shall point out later in this article.

While I have set up the dates of 1902, 1914, 1917, and 1928 as being significant in the development of the Joliet Junior College, all the while, even before 1902, as I have shown, and down to the present, certain forces have been at work gradually enlarging, improving, and reshaping the course offerings to comply with best theory and practice. What these more gradual changes were between those significant dates I shall now attempt to point out.

SIGNIFICANT CHANGES OUTLINED

The title "postgraduates" remained the official name of the upper-class students a long while after the title "junior college" had come into vogue. There was not in 1902, and there is not today, a state law in Illinois governing the expenditure of money collected for high-school purposes for education on the junior college level. Too much said about "junior college" education for the first fifteen years in the evolution of the Joliet Junior College would have affected the development of the institution unfavorably. From 1902 to 1914 the "postgraduate" department of the high school was establishing itself and building up traditions necessary to crystallize itself into a recognized unit.

During this early period the enrollment increased to one hundred. Courses such as American and Eng-

lish literature, English history, Latin, French, botany, surveying, and analytical geometry were added to the possible college-credit courses. Teachers' courses in education on the college level were also put in during this same period.

The "postgraduates" carried on extra-curricular activities as early as 1906. They gave plays and developed basketball teams. The "postgraduates" had a banquet, as the students of junior college do now. One of the postgraduate students of 1919, now a teacher in the Joliet High School, gave me the following information:

Regarding postgraduate work in the Joliet Township High School when I was here: I graduated in 1908, and there were 54 who (as I remember) came back in 1909 for postgraduate work. ——— sent her credits in to Northwestern University and received 29 hours. At the same time I sent mine to Knox College and received 32 hours' credit. For my general chemistry, which I took in my senior year in high school, I received ten hours' college credit.

In our postgraduate year we were given a separate home room (now 317), which was in charge of Mr. ———. We had our own organization, had a banquet in room 199, to which we invited the faculty, and enjoyed much of the spirit of the present Joliet Junior College, except that we had to abide by the high-school routine—passes, study periods, etc."

Slowly public sentiment was created favorable to the expanding curriculum of the township high school. In 1913 the Board of Education secured permission, through a referendum vote of the community, to issue bonds to add an extension to the building. Although

the architect for the extension was appointed in 1914, the sale of the bonds was not made until the next year, and the construction of the addition was not completed until 1917.

ACCREDITATION SECURED

Perhaps as significant as constructing an addition to the building at this period in the development of the Joliet Junior College was the work of Dr. Brown with the higher educational institutions. In 1914, after considerable correspondence and several conferences, tentative standards for accrediting postgraduate work by the University of Illinois were drawn up. At this time, too, the medical schools (probably through one influential member of the board who was a doctor) became interested in the postgraduate work carried on in the high school. Much work in the way of making out reports and preparing for inspection went on in the years preceding 1917. By 1917, much of the recognition for which the institution had been working for a long time had been attained.

Between the years 1917 and 1928 the curricula in the junior college were governed, and perhaps rightly so, by college requirements. The enrollment reached two hundred by the end of this period. The catalogue of the junior college announced courses in seventeen curricula, most of which corresponded to the first two years of courses in colleges and universities. The time-allotment, the classroom facilities, the method of instruction, and the selection of teachers were made to conform to the wishes of the accrediting bodies. While the junior

college remained during this period under the general supervision of the superintendent, an acting dean of the junior college was appointed, making this higher institution a more distinctively integrated unit than it had formerly been.

ARTICULATION WITH HIGH SCHOOL

The junior college has always been closely articulated with the high school. Whatever separation from the high school the junior college seemed to be developing received a check by the North Central Association experiment spoken of earlier in this article. Resulting from the right to experiment, efforts were directed in 1928 toward preventing the duplication of courses in the high school and the junior college. The department that has done most work to date is chemistry. Mr. W. W. Haggard, the present superintendent of the Joliet Township High School and Junior College, under whose administration this experiment has been carried on, reported the progress of the work in chemistry to the Commission on Institutions of Higher Education in their March 1930 meeting. Dr. Morrison of the University of Chicago, chairman of the supervising committee appointed by the Commission to supervise this experiment, in this meeting, said:

The Department of Chemistry in the school has collected convincing factual evidence, tending to show that twelfth-year chemistry students compare favorably with the general tendencies of university freshmen as revealed by the standardized tests of the University of Iowa.

The committee finds that there is no characteristic difference between the chemistry taught at twelfth-year level

and the chemistry taught in the local junior college.

It is understood that students desiring to enter universities submit the number of Carnegie units required for admission. The present recommendation is that whenever individuals submit the specific requirements in Carnegie units set up by a given university with a full unit in chemistry in addition, they may receive university credit for the chemistry taught at twelfth-grade level, to be counted as credit toward the Bachelor's degree, and as accredited chemistry, *pari passu* with university freshmen credit in equivalent courses.

The committee further suggested, on the occasion of its visit, that the possibilities of eliminating duplications in American history, mathematics, foreign language, and English should be given due consideration and that an effort should be made to make such courses at twelfth-grade level bear the same relation to university freshmen courses as is now the case with chemistry. The school has this matter under consideration and the proper committees have been appointed to consider the matter.²

Coincident with this endeavor to bring about a closer articulation of courses between the twelfth year and the junior college during the past two years has been the setting up of terminal and semi-professional courses. The junior electrical engineering curriculum is an example of this development. The nurses' training courses, in the field of extension of courses, correspond somewhat to a similar advancement. Evening extension courses in psychology, sociology, accountancy, chemistry, and biology, are further additions.

² *North Central Association Quarterly* (September 1930), V, 195.

The prevention of duplication of courses and the expansion of educational opportunity, movements which have developed in this last chapter of the history of the Joliet Junior College, give promise of being as significant as anything that has happened in the life of the institution.

RELATION TO HIGHER EDUCATION

Writing in the recently published *Biennial Survey of Education*, Dr. A. J. Klein, specialist in higher education, says with reference to the relations of universities and junior colleges:

New York University, Boston University, the University of California, Vassar College, Rutgers University, and others, perhaps, have entered into arrangements of affiliation with junior colleges or are undertaking the development of junior colleges as branch institutions. In some instances this relationship of the junior college to central institutions has developed or tends to develop from the extension activities of the institution. Extension classes are established in various centers. As they develop and the programs become extensive and the attendance large, the economical thing is to establish them as affiliated resident junior colleges. The branch institution is, of course, no new thing. The University of Idaho has for many years had a branch junior college at Pocatello; the Texas Agricultural and Mechanical College has branch colleges; the Agricultural College of Utah conducts a branch junior college at Cedar City; both the Colorado Agricultural College and the University of Colorado have participated in the establishment of affiliated branches. Instances of this kind might be multiplied.¹

¹ *United States Office of Education Bulletin* (1930), No. 16.

Past or Present in Teaching French?

WILLIAM LEONARD SCHWARTZ*

In the teaching of modern languages in the junior college, a debatable question is whether emphasis should be placed upon the masterpieces of the past, and what importance should be assigned to current literature. In the fields of language study circumstances determine the answer to such a query. A recent and significant symposium in the *Modern Language Journal* (May 1928) indicates that teachers of German and Spanish find that the study of current literature is of more moment on account of the recent radical developments in those countries, perhaps the newest and the least-known of the great European powers, with the exception of Russia. From the point of view of a student of French, one who even makes a special effort to keep up with current literature, it seems beyond question that in teaching language the chief emphasis must be laid upon standards of French as

it is spoken today, although in the teaching of literature in the United States there are perhaps more reasons for placing the emphasis upon the writings of the past.

American teachers, with beginners and in all their composition classes, must beware lest they become more conservative and pedantic than the French, and not allow themselves to remain satisfied with an acquaintance with the language acquired some years ago, through failure to keep themselves abreast of changes in vocabulary and even in grammar. In the junior colleges the language must be taught as it is, and students must be put upon their guard against the superannuated dictionaries which, for example, translate "tennis" by *jeu de paume*, the old-fashioned handball court where the game of tennis originated. The present writer is himself not sure that he has an acquaintance with the official language of France because of the impending publication of the grammar which the French Academy is now compiling, in pious fulfillment of the original aims of the Academy after a lapse of two hundred and ninety odd years.

LANGUAGE NOT STATIC

After the Great War the population of the liberated regions of France could be recognized by the fact that they alone of all dwellers upon French soil used the word *aéroplane* after the name *avion* had

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Professor Schwartz has been appointed by the National Federation of Modern Language Teachers to make a study of the various occupations in which language-trained students have found special opportunities for success. This aspect of vocational guidance has merely been touched upon by previous investigators. He greatly needs as much help as possible from the readers of the *Junior College Journal* and asks them to send him any information they possess (case histories especially) concerning ways and means by which students may capitalize their modern-language training.

superseded it generally. A native teacher of French in this country insisted to his dying day that the word *auto* belonged to the masculine gender, fighting nobly a battle that had been lost for a score of years. By reading recent books, by the perusal of newspapers and advertising pamphlets, the well-equipped American teacher must learn, for instance, what is the accepted plural of the adjective *naval*, the modern preference for the present subjunctive over the imperfect subjunctive, and that the words *radio*, *moto*, and *phono* are rapidly supplementing *T.S.F.*, *motobicyclette*, and *phonographe*. When in the mouth of so many Parisians, "*Je pars à Paris*" can be constantly heard, we have no right to insist upon "*Je pars pour Paris*." The driver of an autobus is a *machiniste* and the conductor is the *receveur*, a fact which is fortunately receiving recognition in the latest elementary textbooks coming from our publishers.

Surely it is not necessary to indicate in the same way that the teacher must warn his classes against the use or abuse of antiquated French slang, such words as may be found in Balzac's novels, in order that the American in France will not be asking for a "*gloria*" when he wants a demitasse of coffee. Only the dilettante, teacher or student, may be misled by this emphasis upon current French to start off on a wild goose chase after the latest slang of the French capital; his more prudent and better balanced colleagues will realize that thousands of foreigners who have spent their lives in France have remained satisfied with an understanding of *argot*

without feeling any necessity to compromise their dignity by attempting to introduce it into their own daily speech.

GOAL FOR FIRST YEAR

In the first year of French teaching, therefore, it would seem possible to achieve this goal of imparting a knowledge of the elements of current colloquial French by the use of the newer modern beginners' books and primary French readers, many of which already show the beneficial influence of the extensive research accomplished by the Modern Foreign Language Study. These may well be supplemented by the little special newspapers available for classroom purposes. As Professor Van Horne said: "In these days of fireless cookers and iceless refrigerators" results may be achieved with efficiency by the use of cultureless language texts, though it will soon be seen that their use should be restricted to elementary classes, where an important part of the rôle of the teacher will be to enrich this skeletal knowledge of the language with the cultural riches of France. It has long been a tradition in American junior colleges to make use of books at this stage of instruction which have absolutely no literary standing in France. Has the time not come in this thirtieth year of the twentieth century to banish such jejeune fiction as Dumas' *Tulipe noire*, and *L'Abbé Constantin*? The teacher must, to be sure, select a book which he is competent to use and which will give the best results attainable according to his personal preparation and capacity, yet American students might more justly be given at this stage the opportunity to read

Labiche, Mérimée, Daudet, and perhaps About, even though *Le Roi des Montagnes* is a story situated in Greece. The enterprise of our publishers has also made available many pages from the modern French humorists which afford amusing and suitable specimens of French as it is spoken today in all classes of society.

AT THE INTERMEDIATE STAGE

When the beginner has reached an intermediate stage in his language study, it may not perhaps be dogmatic to suggest that he receive an initiation into the French writers of the past century, and not leave the junior college without reading something from the eighteenth century and the *Siècle de Louis XIV.* Two recent articles by French university leaders, men who themselves have struggled in France to give a greater place to current literature in school programs, insist that the study of current literature requires a previous acquaintance with the writings, the style, the schools, and masterpieces of the preceding decades and centuries.¹ Only too often a young man leaves school with a recollection of having studied two red books and three blue books, whereas with a teacher holding to a somewhat different policy, upon leaving the language classrooms, he can recall with pride having made the acquaintance of Balzac, George Sand, Musset, France, Loti, Daudet, Maupassant, Victor Hugo, Molière,

Racine, or Corneille. Youth responds more easily to heroic sentiments, literary art, and moralizing than teachers may realize, and surely in the junior colleges these masters may be taught with great success, whether accompanied by readings in books on French civilization or not. A teacher who assumes the responsibility of forming literary taste among his students may perhaps need to resolutely banish from his program the reading of the popular literary mediocrities that have acquired lately a bad eminence in France.

Shortly after the Great War, a war of literary handbooks was waged all over France in 1921 and values have been generally revised in French teaching, while at the same time more than one of the current short histories of French literature has lost all favor and authority in true French literary circles. In a day when the language teacher has an *embarras de choix* it is not necessary even to select stories and plays, excellent in themselves, for the intermediate years which came from the overactive pens of such writers as Bazin, Bordeaux, Brioux, Coppée, Hervieu, Sardou, or Sully-Prudhomme. In advanced classes, the *British Modern Studies Report* has appropriately suggested that "pupils that specialize in modern studies should not confine themselves to authorities whose merit has been approved by time." Unfortunately American publishers, limited by copyright restrictions, or carried away by the zeal of some ambitious professor-editor, have too often reproduced for use in our junior colleges the writings of authors whose nullity was long ago discerned on the other

¹ Daniel Mornet, "Convient-il d'enseigner le français dans les œuvres classiques ou dans les œuvres contemporaines?" *French Review*, November 1928, and E. Bouvier, "L'Etude de la littérature française contemporaine suppose une initiation préalable," *French Review*, May 1930.

side of the Atlantic. Current literature has a strong appeal to the foreigner who has acquired some fluency in a new language, because by the purchase of the very latest books or by an acquaintance with the minor grotesque poets writing in telegraphese, he may enjoy on the easiest possible terms an equality with natives, if not a triumphal superiority complex over the great literary historians of the Sorbonne. Criticism of the sibylline poets is no easier for a native than for a foreigner. Yet, nevertheless, the American is apt to fail to realize that the writers of this century are far more cryptic or perhaps profound than we assume. In the above-noted declaration by Daniel Mornet we should read with humility his comment: "A grown man needs months to read, to assimilate Marcel Proust. I am not quite sure of understanding André Gide."

KNOWLEDGE OF OUTSTANDING WRITERS

Nevertheless, inside of class and outside, the rôle of the junior college teacher requires him to introduce to his students, by necessity, the outstanding writers of today and yesterday. We need to acquaint ourselves with them, nor should we fail to revise continually our standards in accordance with their later development, paying due attention to current and easily accessible judgments of French criticism.²

In conclusion, and these few words may occasion some surprise, current literature in France after all represents only to a very small degree social life and French sensibilities. For example, aside from the *Bernard Quesnay* of Maurois, one of his least commercially suc-

cessful books, and a few autobiographical novels and humorous sketches, French fiction has not echoed in any wise the terrific and harrowing crash of the franc. Although the housing problem is so intense that apartment hunting is the chief preoccupation of French lovers and even young married people, this problem, too, has hardly crept into a French novel.³ The modern stage has turned lately to business life, witness the three-year run of *Topaze* and the success of *Vient de Paraître*, a delicious satire on publishers and literary prizes but modern poetry is growing purer and purer, more and more preoccupied with sonority, philosophy, and rhyme. In truth and in deed, French literature of today is a literature of artists for artists' sakes, almost completely divorced from life, though the rise of a "Populist" school in French fiction in 1929 is an indication that the descriptive novel, undertaken with more charitable sympathy for the humble classes and benefiting by new literary technique, may open a new epoch which will compensate us for the cruel bereavement which French literature has suffered by the deaths of such men as France, Courteline, François de Curel, Boyslève, Proust, Radiguet, Alain-Fournier, and the sacrificed generation of the war.

² Too many university courses, even those given in summer sessions, on the Modern French This and the Modern French That, still stop on the wrong side of the Great War, and it is only last year that the Modern Language Association of America organized a section for the study of the writings of the twentieth century.

³ Cf. E. Berl, *Mort de la pensée bourgeoise*, Paris, 1929.

The Junior College at the Detroit Convention

WALTER CROSBY EELLS

At the Detroit convention of the Department of Superintendence of the National Education Association, February 21-26, there were three different organizations which gave consideration to junior college interests.

SECONDARY-SCHOOL PRINCIPALS

The Department of Secondary-School Principals devoted two morning sessions of its junior college section to the presentation and discussion of various aspects of "The Public Junior College as an Agency of Democracy." President E. E. Oberholtzer, of Houston Junior College, Houston, Texas, was the presiding officer for both sessions, which were held in the Hotel Tuller. Musical numbers were very graciously furnished by students of two Detroit high schools, the Girls' Glee Club of Central High School, and the Small Orchestra of the Western High School.

At the first session "Democratic Support—the Financial Aspect" was presented by Professor Walter C. Eells, of Stanford University, and "Democratic Support—the Social Aspect" by Professor Doak S. Campbell, of Peabody College for Teachers. Their papers were discussed by Dr. Frederick L. Whitney, of Colorado State Teachers College. Discussion from the floor centered largely around the matter of junior college terminal courses.

At the second session "The Function of the Curriculum with Respect

to General Education" was presented by Dean William S. Gray, of the University of Chicago, and the "Organization and Public Relationship Aspect" was discussed by Professor Grayson N. Kefauver, of Columbia University. Dr. Gray described the proposed instructional methods in the new lower divisional "College" which is an integral part of the Chicago reorganization. Dr. Kefauver reported a recent study of over a hundred junior colleges with reference to administration of student activities, curriculum relationships of the high school and junior college, housing conditions, and faculty relationships. This study had been made jointly by Dr. Kefauver and Miss Catherine Bullard, of Waterloo, Iowa. These two papers were discussed by Dr. Frederick Eby, of the University of Texas.

Since all these papers will appear in the March number of the *Bulletin of the Department of Secondary-School Principals*, only brief summaries of them are given here. Abstracts, as far as they were furnished by the authors to the Press Service of the National Education Association, are given below.

DEANS OF WOMEN

The second organization to give consideration to junior college matters was the National Association of Deans of Women which listened to an address by President James M. Wood of Stephens Col-

lege, Columbia, Missouri. An abstract of his address will also be found below.

MICHIGAN ASSOCIATION OF JUNIOR COLLEGES

An account of the meeting of this organization, held at the Highland Park Junior College, has been furnished by the secretary. It will be found in this issue in the department of Reports and Discussions.

Abstracts of the addresses mentioned follow:

FINANCES—W. C. EELLS

The cost per student in average daily attendance in the efficient junior college of moderate enrollment cannot be much less than \$300. In the smaller units the costs are likely to be greater.

The justification of the junior college is not in terms of reduced costs to the student, but in larger educational opportunity to a greater number of students, in better instructional methods, and in adaptation to community needs. Mass production unquestionably is more economical in education as well as in industry, but it does not follow, at least in education, that mass production is more efficient and of a higher quality.

Can society afford junior college education? California is spending over \$160,000,000 a year on education and considers it an excellent investment, paying the richest dividends, economically and socially. Yet only one and one-third per cent of the entire cost goes for the education of almost 20,000 junior college students. Two and a half times as much is spent for kindergartens; six times as much for the state universities.

In public colleges and universities of the United States the student pays 15 per cent of the cost of his education; in private colleges and universities he pays 48 per cent; in the junior colleges of Texas he actually pays 77 per cent. In only four states, California, Arizona, Kansas, and North Carolina, is the public junior college entirely free of tuition for local students. Little if any tuition should be charged in public junior colleges; certainly not in a greater amount than that charged freshmen and sophomores in state colleges and universities. The state, from state funds, should provide at least 50 per cent of the total cost of junior college education. When these principles have been accepted in fact as well as in theory we shall have gone far toward making the junior college not only educationally and socially democratic, but financially democratic as well.

CURRICULA—D. S. CAMPBELL

If we assume that the public junior college is an agency of democracy, then we may expect it (1) to make education at this level available to all persons alike, supposedly on equal terms; (2) to provide training suitable to the needs of those whom it serves.

Of the 436 junior colleges reported in the United States, 178 are wholly or partially under public support. Approximately 50 per cent of these charge tuition fees to students, which consideration alone is sufficient to prevent the application of the American conception of democracy in education at this level. There is nothing to indicate that any state has yet reached the

point where junior college opportunities are available to its population of junior college age on anything like equal terms. The nearest approach to this condition is to be found in California where such opportunities are available to a large proportion of the population.

In order for the junior college to provide training suitable to the needs of those whom it serves, it must provide at least (1) preparation for higher training in college or university, (2) terminal education, both vocational and cultural, suitable to the junior college level.

The junior college is and has been primarily a preparatory institution. The extent to which this is true is reflected in the catalogue offerings of junior colleges and the continuation of their graduates in higher institutions.

Based upon the number of junior college graduates who do not continue in school beyond the junior college, approximately 50 per cent of the junior college program should be terminal. In theory, the junior college provides terminal courses suitable to the needs of its students. In practice, there is little to show that this is being done.

DEMOCRACY NEEDED—F. L. WHITNEY

Democracy in public-school education in America has developed from the time of the colonial dame school and the selection of the "lad o' pairs" to represent adolescence, to the present conception that secondary-school opportunities should be provided for all. Acceptance of the principle of democratic support in education has developed from colonial controversy about paying for the schooling of other people's

children to the levy of mill taxes as a matter of annual routine.

The trend toward democracy in curriculum making is from the blue-back spelling-book to a complex offering which attempts to reflect modern society. The change toward what may be called occupational democracy in education is from colonial college preparation for the ministry to participation of the federal government in industrial education on both high-school and college levels. Many aspects of public education give evidence of more democracy year by year, in spite of an opinion held by a small group that the mental testing movement may isolate an IQ aristocracy for specialized treatment, at the same time delegating to dire determinism the common run of ability.

ORGANIZATION—G. N. KEFAUVER

Many changes have been made in recent years to further the development of a democratic secondary school. With this development has come the movement for the revision of the curriculum, the development of a program of guidance, and the development of the junior high school. The junior college is another modification, to provide improved educational opportunities for groups not formerly served adequately. There is opportunity for democratization, especially in providing for those not now able to meet the entrance requirements of higher institutions and unable financially to meet the expenses associated with living away from home in attendance at a higher institution. In accomplishing certain of these functions of the junior college, certain administrative features should be

adopted. First, junior colleges should be prepared to serve all graduates of a high school, even though many of them do not have the ability to meet the present requirements of higher institutions. Second, the junior college should be administered under local control so as to be responsive to the aspirations and needs of the community served. Third, the junior college should be closely articulated with the high school. Fourth, it is desirable that the junior college be a local institution with opportunity for the students to live at home while in attendance.

The principal theme of this presentation is the relationship between the junior college and the high school for 48 public and 56 private junior colleges. In one-quarter of the public institutions and one-half of the private, the same person is head of the junior college and of the high school associated with it. In only half of the public junior colleges and one-sixth of the private institutions is the head of the junior college entirely independent of the high-school administration. In nearly three-fourths of the institutions, junior college instructors also have teaching responsibilities in the high-school grades. In all but four public and five private institutions, it was the practice to offer separate classes to junior college and high-school students, even though the work was on the same level. There is general separation of high-school and junior college students in student activities in public junior colleges, the students being separated in all activities in 85 per cent of the institutions. In four-fifths of the private institutions students partici-

pate together in some or all of the activities. There is also relatively close association between the junior college and high school in building arrangements.

The data presented suggest that most junior colleges have functional administrative connections with the high school. There is considerable variation, however, in the nature of the connection. This variation reflects adjustment to local conditions and in some cases reflects the judgment of the administrators on the desirable plan of organization. It is desirable that we obtain objective evidence on the achievement of the institutions working under different conditions and plans of organization. Until adequate evidence is on hand, it is desirable that freedom be given to local communities to develop the possibilities of the plans being used.

THE JUNIOR COLLEGE—J. M. WOOD

The American mind is definitely committed to the support of the elementary school and justly so. It is likewise committed to the policy of professional training at public expense, a policy that is open to serious debate. Between these two lies a third field that now demands attention. It is the field of general education. What social values attach, what time is needed, and how should the cost be distributed?

It is perfectly clear that the junior college should mark the close of the period of general education. Leaving its doors, the student should possess those elements of culture needed for personal satisfaction as well as for intelligent participation in home and community life. He should be prepared for further study in the graduate or

professional school of his choice. Through the mastery of its basic techniques, he should have become economically independent in some special field, or fields, of his own selection. Upon the completion of this course, the student should receive the Baccalaureate, or such other degree as may legitimately indicate the completion of general and pre-profession education.

President Sproul of the University of California has rightly pointed out the fact that the basic emphasis of the public junior college will and should be upon what is designated as the terminal course. Education for most students in the public schools must be completed at the end of the traditional high school or of the junior college. These students should clearly receive the type of training that will best fit them for their duties as citizens and that will render them economically most efficient. This does not mean a lack of emphasis upon cultural or pre-professional training, but it does mean that from the standpoint of basic emphasis, the terminal course is dominant. By terminal is meant not only those courses that contribute to economic efficiency but likewise those that contribute to general satisfaction. Los Angeles, California, is an excellent example of this type.

JUNIOR COLLEGE ATHLETICS

In an address before the twenty-fourth annual convention of the National Collegiate Athletic Association, G. H. Vande Bogart, president of Northern Montana School, thus summarized the present situation in junior college athletics:

Sixty per cent of those junior colleges that have athletics maintain three

inter-school sports, or less, during the year.

Competition is chiefly junior college, although some games are played with small four-year colleges or with high schools.

There are twenty conferences in the United States, composed entirely, or largely, of junior colleges.

Athletes, like other students, in these institutions are chiefly local residents.

The average salary of the coaches is \$2,300 per year.

Intra-mural programs are being developed to a moderate extent.

Athletic programs of the junior colleges are, and will probably continue to be, comparatively limited.

Facilities for carrying on athletics are generally comparable to those of our high schools.

It is highly improbable that in most cases pretentious programs of athletics will be developed in the future because of the localized function of the junior college.

PRE-FORESTRY COURSE OFFERED

Arrangements have been completed between the School of Forestry of the University of Michigan and Bay City Junior College by which the latter institution is to offer next year a one-year, and probably later a two-year, pre-forestry curriculum. The program of studies will be printed in the next issue of the college catalogue.

NORTHERN CALIFORNIA MEETING

The regular spring meeting of the Junior College Conference of Northern California will be held at Menlo Junior College, Menlo Park, on Saturday, May 2, 1931. The All Junior College track meet will be held in Menlo on that day; also the meeting of the athletic representatives of the member colleges.

"Ancient History"

STATUS OF THE JUNIOR COLLEGE

The last volume of the *American Educational Review*, which ceased publication in 1915, contains an editorial,¹ "Defining the Status of the Junior College," a portion of which reads as follows:

The question of the definition of the junior college and its recognition under suitable conditions has frequently been raised during the last five years, especially in the South. It is a matter of interest that two of the most influential associations dealing with problems of higher education have recently undertaken to define the status of the junior college. The Association of Colleges and Secondary Schools of the Southern States at its meeting in Charlottesville, Virginia, October 22, voted formally to recognize junior colleges upon the following terms:

1. The college work must be the essential part of the curriculum of any institution recognized as a junior college; therefore, junior colleges must publish in their annual catalogues a classified list of all their students.

2. If a preparatory department is maintained, its work must be approved by the association.

3. The minimum requirements for admission to the college classes must correspond with the present requirements of this association.

4. For recognition from the junior college a student must complete satisfactorily 30 year- or 60 semester-hours of work equivalent to that given in the freshman and sophomore years of colleges belonging to this association.

¹ *American Educational Review* (December 1914), XXXVI, 108-10.

5. No junior college shall confer a degree. A diploma may be awarded.

6. The number of teachers, their training, the amount of work assigned them, the number of college students, the resources and equipment of the junior college are all vital factors in fixing the standard of an institution and must be considered by the executive committee in recommending any institution for membership.

The recommendations were proposed by a committee appointed the preceding year to study and report upon the junior college problem. The report of this committee is a valuable record of the present status of the junior college in the United States. It was presented by Miss Elizabeth A. Colton, chairman, on behalf of the committee, the other members of which are Chancellor J. H. Kirkland, of Vanderbilt University, and President Arthur Kyle Davis, Southern Female College.

The educational commission of the Methodist Episcopal Church South, under authorization of the general conference, also gave, last August, a definition of the junior college. . . .

A summary of the correspondence carried on by the educational commission with junior college presidents and presented in a recent issue of the *Christian Advocate* indicates that institutions have accepted junior college rating chiefly for the following reasons: "The broad curriculum and the sharp competition of the public schools, the marvelous development of state-supported institutions of learning, the growing strength of the movement for standardization, educational honesty, affiliating with and the recognition by state universities and standard colleges."

The Junior College World

CUMNOCK JUNIOR COLLEGE

(See Frontispiece)

The junior college conducted by the Cumnock Schools of Los Angeles, known as Cumnock College, has this year been confronted with the interesting problem of combining with the Los Angeles Private Junior College. In the past the Cumnock College was for girls only, while the other institution was co-educational. The merging of the two schools has been very satisfactorily accomplished. The Cumnock School plant has lent itself very well to such a change. The presence in the same building of the Cumnock School of Expression and its splendid equipment for dramatic work have produced their influence upon the college life and have added zest to the various student activities. There are now fifty-nine students in the Junior College, of which twenty-one are girls and thirty-eight boys. The college Dean is A. A. Macurda and the Directors of the School of Expression are Miss Roberta Ethel Phillips and Miss Helen Crane Hardison. Mr. M. C. Drisko is associated with Mr. Macurda as Director of the Cumnock Schools.

PRESIDENT CORTRIGHT APPOINTED

President E. Everett Cortright of the Junior College of Connecticut has been appointed a member of the Committee on Higher Institutions of Learning of the New England Association of Colleges and

Secondary Schools to fill the place vacated by the resignation of Professor Harry W. Tyler of the Massachusetts Institute of Technology.

President Cortright is also president of the New England Junior College Council. He is, therefore, in a position to give valuable aid toward mutual understanding between the junior colleges and the senior colleges.

The other four members of this committee are President Sills, of Bowdoin College, chairman; and President Pendleton of Wellesley, Former President Olds of Amherst, and Professor Moore, of Harvard.

CHICAGO EXPANSION

On September 24, 1930, the Board of Education of Chicago authorized the construction of a junior college plant accommodating 4,500 students to be built at Roosevelt Road and Central Avenue, near the western edge of the city. A site of twenty-five acres has been secured. Adjacent to it is an additional thirty-eight acres which will be available for athletic facilities. The sum of \$15,000 has been appropriated for preliminary survey studies and for the preparation of plans. Members of the department of research expect to visit a number of the outstanding junior college and municipal university plants of the country to secure suggestions.

The construction of this extensive plant will permit Crane Junior College to move from its present unsatisfactory and overcrowded plant,

where first-class work has been impossible. The construction of this modern junior college plant is only the first step in a more extensive program of junior college expansion planned for Chicago in the next few years. Tentative sites have also been selected for two other junior colleges, so that there will soon be modern, well-equipped junior colleges for the South Side, West Side, and North Side of America's second city. Subsequent to the World's Fair in 1933 it is planned to utilize some of the buildings constructed for it for a municipal senior college and university. The three junior colleges will prepare students for it, but will also stress terminal courses of a semi-professional type for thousands of Chicago youth who cannot take a full university course.

TRIBUTE TO DR. MC KEE

Dr. W. P. McKee has been succeeded this year in the presidency of Frances Shimer Junior College, at Mount Carroll, Illinois, by Dr. Floyd C. Wilcox, who took his work for the Doctorate at Stanford University. A recent report of the Board of Education of the Northern Baptist Convention contains the following tribute to the long service of Dr. McKee:

Dr. W. P. McKee is closing his administration of 33 years as president of Frances Shimer School for Girls. What a remarkable period of service that is! In point of years of service, Doctor McKee is by far the senior among all our presidents. He has wrought a great work. Beginning with an academy with little or no equipment, he has built a high-grade junior college for women with an equipment unsurpassed in character and admirably adapted to its purpose, with a

competent faculty and a student body that fills the school to capacity. In an achievement of this nature few men are permitted to perform so complete a part. He retires at the regret but with the affection of every friend of Frances Shimer.

A COLLEGE PROBLEM

Dr. F. W. Johnson, president of Colby College, Maine, in an address at the opening of the one hundred and tenth year of the college, discussed the significance of the junior college in its relation to the liberal arts college as follows:

Close observers and competent judges of the trends in the administration and organization of our educational system are aware that this is a period of rapid and fundamental change. I need only point to the expansion of the period of secondary education. The four-year high school, following an eight-grade elementary school, has taken over the two upper years of the lower school. More recently the first two years of the college, in the form of the junior college, have been incorporated. The secondary school, once the shortest unit of organization, has thus emerged as the longest unit, comprising eight years. New England, with characteristic conservatism, has viewed the junior college movement first with indifference and more recently with open opposition. Its rapid acceptance and development in the Middle and Far West and the South cannot be disregarded. The number of junior colleges is well over four hundred and the number of students enrolled exceeds forty thousand. There are a number of such schools in New England, including our own state. The experience of the few years since its inception has shown that the work of the junior college compares favorably with that of the corresponding years of the four-year college and indicates that this new form of organi-

zation meets a social need. The arts college of the traditional type will overlook this trend at its own peril. Secretary Wilbur, himself an experienced observer and administrator in the field of higher education, explicitly prophesies the end of the four-year college in a few years. The liberal arts college in New England is not in immediate danger of extinction, but its ultimate end can be prevented only by a careful study of the situation and an adaptation of its aims and methods to meet the social demands made upon it.

NEW HONOR SORORITY

A new junior college honor sorority, Pi Alpha Gamma, was organized by Mrs. Griffin of Crescent College, Arkansas, and Miss Ruth Keith of William Woods College, Missouri, in 1929. It was decided that the Athena Club of William Woods College, which was organized and sponsored by Mrs. Griffin while she was connected with that institution, was the natural nucleus for such a group. Therefore, last spring it became the Alpha Chapter of the new sorority.

The Crescent Athena Club, honorary educational society, organized and sponsored last year at Crescent College by Mrs. Griffin, has this year become the Beta or second chapter of the new organization.

Pi Alpha Gamma, for students of education in girls' junior colleges, is analogous to Pi Lambda Theta, national honorary educational sorority for university women. Its purpose is to promote a professional spirit in the teaching and training of children in school (or through general daily contacts) and to give recognition and encouragement to students who show promise of making distinct contributions in the field of child education.

The standards and requirements for membership closely follow those of Pi Lambda Theta. It is intended that an affiliation system between the junior college sorority and the university sorority may be made, whereby a chapter of Pi Lambda Theta will be notified of the entrance in the university of any Pi Alpha Gamma and may watch over her development relative to inviting her later to become a member of the university sorority.

Pi Alpha Gamma has been introduced to the educational world through the organ of Pi Lambda Theta, of which both Mrs. Griffin and Miss Keith are members. It is hoped that during the year enough junior colleges will organize chapters of Pi Alpha Gamma to justify a general conference preparatory to organizing it as a national sorority for junior colleges. At present a third group is being planned in Tennessee State Teachers College, Murfreesboro, Tennessee.

ANNUAL HIGH-SCHOOL DAY

The Annual High-School Day of the Branch Agricultural College of Utah on April 12 will bring together seventeen rural high schools in competitive events, including the following: Typing, sewing, cooking, oratory, essay, violin, piano, voice, lyric poetry, stock judging, interpretative reading, cross-country run, art, woodwork, crop judging, orchestra, band, debating, ladies' chorus, and drama.

The motive behind the High-School Day is twofold: first, to stimulate more active interest in the respective fields among students of rural high schools, and second, to instill into the students of these high schools a desire for college

training. Approximately five hundred students will participate in the event. They will be the guests of the college and of Cedar City Thursday and Friday.

Winners of individual events are given scholarships to a college; winners of group events, in most cases, are given silver loving cups. The high school entering the largest number of students and winning the largest number of first and second prizes is given the high-honor trophy. The day has attracted considerable interest among the high schools of southern Utah and is regarded by most faculty members as one of the most prominent events of the year.

DIAMOND ANNIVERSARY

In May Mars Hill (Junior) College, of Mars Hill, North Carolina, will celebrate with appropriate ceremony its Diamond Anniversary.

Located in the heart of the Blue Ridge Mountains of North Carolina, and as the oldest educational institution in the western part of the state, the college has had an interesting history. It was founded in 1856 as French Broad Institute and chartered in 1859 as Mars Hill College, with the "power of conferring all such degrees and marks of literary distinction as are usually conferred by colleges and seminaries of learning." This power, which the college still has, has never been used, since the lack until recently of an adequate public school system in the mountains of the state necessitated the college's doing secondary school work. During the Civil War soldiers were quartered on the campus; one large dormitory was burned, and the one remaining building was greatly damaged. Dur-

ing the hectic years following the war the institution passed through many trying experiences. Through the years, however, the college has maintained its idealism and high standards of scholarship and has made a valuable contribution to the educational progress of the southern highlands. In 1921 the college was organized as a junior college, becoming the pioneer junior college of North Carolina.

Dr. R. L. Moore has served the college as president for thirty-three years. Under his administration the college has become widely recognized as an institution of distinctive character with a reputation for thorough scholarship. The institution is now fully accredited as a junior college by every agency under whose jurisdiction it lies. The plant comprises a campus of eighty-five acres, eleven buildings for administrative and dormitory use, and six cottages. The enrollment for the first semester of this year was 454, of whom 381 were doing college work, 54 high-school work, and 19 special work in some department.

NEW DEAN AT COLORADO

Appointment of Colonel James Edwin Huchingson as Dean of the Faculty and Director of Commercial Education at Colorado Woman's College has been announced by President Samuel J. Vaughn. Colonel Huchingson, who has been in almost continuous service with the Denver public schools since 1907, took active charge of his new duties at the Woman's College when the second semester opened in January. The new Dean resigned recently from the West Denver High School faculty, where he was head of the Commercial Department, and Boys'

Counselor. Prior to that his many activities have ranged from high-school teacher and commandant of cadets in city high schools to principal of the Evening Vocational High School and executive of the Boy Scouts of America in Denver. Colonel Huchingson received his Bachelor of Commercial Science degree in 1914, and his Master of Arts in 1916, both at the University of Denver. He spent 18 years in the Army, retiring at his own request in 1920 with the rank of Colonel of Infantry.

MOUNT HOLYOKE OPINION

Some colleges ought not to be permitted to give a Bachelor of Arts degree, but should be designated as junior colleges, Professor Bertha H. Putnam of Mount Holyoke College declared recently at a session of the American Historical Association in Boston.

"The Master's degree in America at present is often a very unsatisfactory degree whether given by a well-equipped small college or by the 'mass-production method' of the big universities," she said.

"It is true that some colleges ought not to be permitted to give even a B.A. and ought to become junior colleges, but those that are better equipped ought to be encouraged to give M.A. as well as a B.A."

TYLER JUNIOR COLLEGE

In the spring of 1926, under the leadership of G. O. Clough, superintendent of schools at Tyler, Texas, a committee was appointed to find out whether or not a junior college could be established in Tyler. They reported in favor of a junior college, but their plans were handi-

capped by the financial part of the problem. This difficulty was soon remedied, for in two weeks' time a committee raised the amount of \$6,500 by popular subscription. Also one hundred and fifty business men signed a guarantee of \$200 each to finance the running of the college for two years in case these funds were needed. In this manner, the Tyler Junior College was established by the public-spirited citizens of Tyler. All plans were made in the summer of 1926, and in September, Tyler Junior College opened with an enrollment of 93 students. Since then, and throughout its four years of existence, Tyler Junior College has prospered and has been a pride to the city that gave it birth.

SIX-FOUR-FOUR PLAN

In the recently issued *Biennial Survey of Education*, W. S. Deffenbaugh, chief of the City Schools Division of the Federal Office of Education, says:

A big problem of articulation that has not been solved is in the field of secondary education, including the junior high school, the senior high school, and junior college. . . . The junior college, which may be found in about one hundred city school systems, has added another unit, making three in all, in those cities having junior and senior high schools. . . . The growing opinion is that better articulation could be effected if the secondary-school program were divided into two units of four years each. . . . Even if the secondary schools were to be organized on the four-four plan, many problems would have to be solved. One of these is the problem of economizing time through better co-ordination of work within each unit and between the two units. Only by careful experimentation can this and other

problems be solved. . . . Experiments to discover whether a six-four-four organization would be better than any of the plans now widely used could be made without disastrous results, no matter what conclusions might be drawn. In fact, there would be a gain if it were found conclusively that sixteen years' work can be done in fourteen, thus permitting young men and women to begin professional and university courses proper two years earlier and with practically the same general training as they now have when they receive their Bachelor's degree. The question is, Who will undertake such an experiment in face of the traditional school organization and in face of thousands of critics? Possibly the time is not ripe in most cities for such an experiment; but if the problem of articulation and of economizing time is to be solved, it can be solved only by experimenting and not by mere discussion and theorizing.¹

SECRETARY WILBUR'S REPORT

The annual report of Dr. Ray Lyman Wilbur, Secretary of the Interior, contains the following paragraph bearing on junior college development:

Education may seem static, but it never is. In the mass, both socially and intellectually, certain cleavage areas in the educational machinery are appearing. One of them cuts through the middle of the traditional college course and is leading to the rapid spread of junior colleges, both private and public, in all parts of the United States.

MINNESOTA EXPERIMENT

The junior colleges of Minnesota, particularly those connected with public school systems, are desirous that their courses articulate prop-

erly with the work done at the University of Minnesota in order that their students experience as little difficulty as possible when transferring to the University. The instructors in these institutions are therefore anxious to follow the work as it is given in the University classes, but the ordinary methods such as occasional visiting of classes and use of outlines have not proved entirely satisfactory.

In an attempt to meet this difficulty the University is planning to offer for the six weeks summer session some special assistantships in departments represented in most junior colleges. These include Chemistry, Economics, English, History, Mathematics, Physics, Political Science, and Zoölogy.

Each assistantship will require only a small part of the time of the holder and carries the very modest stipend of \$25. It does, however, give him opportunity to participate in the conduct of some standard junior college course and therefore enables him to secure the most accurate information possible regarding the methods of presenting his own subject at the University. It is hoped that the holder of an assistantship will be able to carry some graduate courses in the department.

While this arrangement is distinctly in the nature of an experiment, the representatives of both the junior colleges and of the University are hopeful that it will secure the results desired by each group.

STATE FUNDS INSUFFICIENT

According to an announcement made on February 20 by Vierling Kersey, California State Superin-

¹ *United States Office of Education Bulletin* (1930), No. 16.

tendent of Public Instruction, no apportionment could be made to junior college districts in California inasmuch as the State Junior College Fund is at present depleted. The first apportionment of state school funds, September 10, 1930, included \$2,000 for each district junior college maintained and \$26.26 for each unit of average daily attendance in district junior colleges during 1929-30. On October 29, 1930, a second apportionment of the State Junior College Fund provided \$44.17 for each unit of average daily attendance in district junior colleges during 1929-30. There is still owing to the district junior colleges an apportionment of \$29.57 for each unit of average daily attendance in district junior colleges during 1929-30. This amount cannot be apportioned, however, unless additional moneys are received in the State Junior College Fund.

PHI THETA KAPPA INSTALLED

Alpha Rho chapter of Phi Theta Kappa, national junior college honorary scholarship fraternity, was formally installed at Compton (California) Junior College in an assembly held for that purpose March 4.

Dr. D. W. Kurtz, of Long Beach, who was for many years president of McPherson College at McPherson, Kansas, was the principal speaker on the program.

COLORADO WOMAN'S COLLEGE

At the Colorado Woman's College complete reorganization of the Home Economics Department and the supervision of the installation of \$2,500 worth of new equipment have been the immediate duties of

Miss Ada B. Johnson, new head of that division of the curriculum. Miss Johnson was at the University of Idaho last year and was dietitian of the *Life Magazine* Summer Camp at Pottersville, New Jersey, the past summer.

WALDORF COLLEGE DEAN

J. L. Rendahl is the new dean of the Junior College and head of the Department of Education at Waldorf College, Forest City, Iowa. He was graduated from Concordia College in 1923 and received his Master of Science degree from the University of North Dakota in 1929.

DR. BUSH AT COLUMBIA

Dr. Ralph H. Bush, dean of the Santa Monica (California) Junior College, has been engaged by Teachers College of Columbia University to conduct classes on "Junior College Curriculum and Instruction" and "Junior College Administration" at the coming summer session.

SEVERE FIRE LOSS

The main building of the Polish National Alliance College at Cambridge Springs, Pennsylvania, including the school's fine museum, was destroyed by fire on January 21. Faculty members estimated the loss at nearly \$1,000,000.

PHOENIX DEBATE TRIP

The student paper of the Phoenix (Arizona) Junior College states that upon its return home Monday, February 15, the Phoenix Junior College debate team completed the most strenuous one-week schedule in the history of junior college forensics. The team traveled over

1,300 miles and engaged in eleven contests in five California cities.

Ten debates and an extempore speaking contest were held. Phoenix won six of the debates and lost four.

PENNSYLVANIA GROWS

The opening of the school year of 1930-31 marked the commencement of the first term of full junior college work at Williamsport Dickinson Seminary and Junior College. With a total enrollment of 82 members, the college department is well on its way. This enrollment includes not only the senior and freshman classes, but also some special students who, although taking subjects of a college grade, are not taking any of the required courses for a junior college diploma. The Junior College opened September 1929, with an enrollment of 50 students in the freshman class. Additions to the library, teaching staff, and general preparations of like nature enabled Dickinson Seminary immediately to care for this new enrollment. Although the state of Pennsylvania has not yet set any definite standards for junior college, it is expected that requirements will be established very shortly, and meanwhile Dickinson Junior College is meeting the requirements set forth in the Federal Bulletin. Such colleges as Oberlin, Syracuse, Dickinson, and Penn State have already granted full sophomore standing to those who left the junior college at the end of the freshman year.

COLUMBIA'S ATTITUDE

President Nicholas Murray Butler, of Columbia University, in a

recent statement, describes a policy with reference to junior colleges which may not be entirely confined to Columbia:

"It is quite within the bounds of possibility that during the next generation both Columbia University and other universities that have the inestimable advantages of an urban situation may find themselves surrounded by a whole group of junior colleges that have sprung up as the result of their several influences and inspirations. The administration and oversight of a group of such junior colleges would present no serious difficulties, and their teaching positions would naturally be filled, chiefly at least, by men and women trained at the university under whose auspices they had been brought into being. Junior colleges, wherever they are, will do well to seek university affiliation."

NEW A. AND M. BUILDING ASSURED

Erection of a new administration building from the insurance settlement made on the building destroyed by fire was assured by the Board of Trustees of the State A. and M. College of Jonesboro, Arkansas, at a recent meeting at which a committee was appointed to select the site for the new structure. Tentative plans call for an administration building to be erected a little west of the old main building, and if a new library is authorized it will be built north of the engineering hall.

COMPTON GROWING

As a result of the registration for the opening of the second semester on Monday, January 26, Compton

(four-year) Junior College (California) had a total enrollment of 1,964 students. With the third quarter 178 new students were added to Compton's former total of 1,786.

Of this number, 521 were in the upper division and 1,265 were attending the lower division. The loss at the end of last term in no way compares with the gain this half. With graduation and withdrawals, only 50 are estimated to have discontinued their studies.

Of the 147 new students in the upper division, less than a score are from inside the school district. The applicants represent 27 different California high schools and 11 high schools of other states. The others are transfers from other colleges.

IDAHO BUILDING PROGRAM

The state legislature of Idaho has passed a bill appropriating to the Southern Branch of the University, at Pocatello, \$25,000 to be used in building up the southern campus. Fifteen thousand dollars of this amount will be used in completing the Science Building. When this building was built many of the original plans had to be omitted owing to lack of funds. The remaining ten thousand will be used in purchasing property south and east of the campus. About forty lots close to the campus will thus be on hand for immediate use as the institution grows.

DR. TREVORROW HONORED

Dr. Robert J. Trevorrow, president of Centenary Collegiate Institute and Centenary Junior College, Hackettstown, New Jersey, has re-

ceived the Order of the Commandership of the Rumanian Crown, and Mrs. Trevorrow, the Order of Resplata Muncii. These honors were conferred by His Excellency Carol A. Davila, Rumanian Minister to the United States, at a ceremony at the Ritz-Carlton Hotel, New York City, on Thursday, February 12, for services rendered in international relations and international understanding.

NEW PRESIDENT AT HEBRON

Walter Henry Hellman, dean of men and professor of English and Christianity at Pacific Lutheran College last year, was inaugurated as president of Hebron College and Academy on February 20, 1931. The induction ceremony was performed by the Reverend C. C. Hein, of Columbus, Ohio, president of the American Lutheran Church. Hebron College and Academy is located in Hebron, Nebraska, and is supported by the American Lutheran Church.

PAUL QUINN INSPECTION

Paul Quinn College, Waco, Texas, has recently had a visit of inspection by two educational experts, one representing the State Department of Education and the other the Southern Association of Secondary Schools and Colleges. Both were very thorough in their examination of records, curriculum, laboratory, and library. While it is not expected that any special praise will come from such a review, it is only fair to say that Paul Quinn stood the test, and had the assurance that especially in its laboratory and library it had all and more than was required for junior college rating.

Across the Secretary's Desk

PAST PRESIDENTS

James M. Wood

When the National Conference of Junior Colleges met in St. Louis, June 30, 1920, Dr. George F. Zook, then Specialist in Higher Education, United States Bureau of Education, called the meeting to order and introduced the presiding officer as follows:

"As you know, the junior college movement in Missouri has attained as great a growth as in any other state in the Union, if not greater, and from it have come a number of persons who have become leaders in the junior college movement in Missouri. The Commissioner of Education has invited one of these men to be the presiding official of this gathering. I am, therefore, very glad at this time to introduce President James M. Wood, of Stephens College, Columbia, Missouri, who will act as chairman of the conference."

Even as early as 1920, the achievements of President Wood in transforming a small and decadent four-year college into a vigorous junior college had attracted wide attention among educators. But he was not satisfied for Stephens College to be merely another school. He looked upon his institution as a pioneer in the junior college field. As a pioneer he set out boldly to find new trails.

Two notable experiments have been under way at Stephens for a number of years; the development of a curriculum for women, based upon women's activities, and the four-year junior college. Patiently and persistently President Wood has gone ahead with these experiments, believing that out of them will come results that will ultimately be effective in determining

the scope and character of the junior college.

President Wood not only served as chairman of the initial junior college meeting, but he also served as President of the Association in 1923 and 1924. In these meetings President Wood did much to set high standards for the annual programs of the Association.

President Wood is a native of Missouri. He received his training in the University of Missouri from which he obtained the M.A. degree in 1911. A rich experience in the public schools of his native state gave him an excellent background for the work he has done in the junior college field. His continuous service since 1912 as president of Stephens College and his notable achievements as head of that institution stamp President Wood as an outstanding leader in the junior college movement.

DOAK S. CAMPBELL
Secretary

FIND A COZY CORNER

In commenting upon the current session of the Colorado state legislature, the *Denver Post* says:

Although the twenty-eighth General Assembly was but three days old and not yet at the "da-da" stage of development, the "educational bloc," organized like an army with banners, had swept in and started the big drive for heaps of money for buildings and expansion purposes. Meantime, every other legislator one talks to is trying to find a cozy corner in which to hatch out a junior college to take home with him.

Reports and Discussion

MEETING OF MICHIGAN ASSOCIATION

A special meeting of the Association was held at the Highland Park Junior College, February 25, 1931. The meeting was called to order at 4:15 by the president, G. I. Altenburg. Mr. D. S. Campbell, secretary of the American Association of Junior Colleges, spoke briefly on the development of junior colleges. He called attention to the book published in 1874 by Andrew Ten Brook entitled *The University of Michigan and State Universities*. In this book Professor Ten Brook outlined a plan of President Tappan for a state system of education which involved important elements of the junior college idea. So far as Mr. Campbell knows this is the earliest definite plan of the junior college. Mr. Campbell pointed out that junior colleges are of many different types, with Georgia at one extreme where all junior colleges are state supported and Texas at the other extreme where the junior colleges are supported entirely by student fees. President A. C. Olney of the Marin Union Junior College, Kentfield, California, gave a brief account of the organization and development of that college, which is located near San Francisco. Mr. Olney stated that terminal courses were not succeeding very well in California junior colleges because most students, whatever their ability to handle college work, insist on planning to go on to a higher college.

Mr. D. R. Henry gave an oral report of the legislative committee regarding the fourth draft of the proposed junior college law for Michigan. After a discussion, Mr. Henry moved, seconded by Mr. McKenzie, that the Association go on record as indorsing the principle of this bill and as favoring its intro-

duction into the legislature by any agency willing to assume the responsibility. The motion was carried with Jackson Junior College not voting, Flint voting in the negative, and Grand Rapids not present. The secretary was instructed to communicate with the secretary of the Board of Education of Ironwood, sending him a copy of the fourth draft of the proposed law and asking if Ironwood would be responsible for the introduction of the bill into the legislature.

Dr. W. C. Eells of Stanford University, editor-in-chief of *The Junior College Journal*, gave a brief talk at this time. He stated that the latest law adopted in California regulating the establishment of junior colleges is meeting with disfavor because the standards are so high as to discourage or prevent the establishment of junior colleges. There will probably be an attempt in the near future in California to reduce the requirements as to valuation and also as to high-school attendance in the proposed district. Dr. Eells emphasized the need of state support for junior colleges. In speaking of the development of junior colleges in California he emphasized the fact that California received a definite impetus from Michigan in 1882 or 1883. The University of Michigan planned for the segregation of the first two years. One student at the University of Michigan at the time later went to the University of California as an instructor. It was through the influence of this man, A. F. Lange, that the upper and lower divisions in the University of California were brought about. This was really the beginning of the junior college movement in California.

Dr. Eells spoke briefly about the

newest child of the junior college movement, *The Junior College Journal*. He emphasized the national scope of this magazine and reported that the paid subscriptions are more than were expected for the first year. There are now between 600 and 700 paid subscriptions, but to make the magazine a permanent success it is important that this number be increased to at least 1,500.

Colleges represented: Bay City, Flint, Highland Park, Jackson, Muskegon, Port Huron. Not represented: Grand Rapids.

GEORGE E. BUTTERFIELD
Secretary

MINNESOTA MEETING

At the first annual meeting of superintendents, deans of the junior colleges, and the members of boards of education in Minnesota held at Virginia, Minnesota, January 14, Duluth was represented by Dean R. D. Chadwick and Superintendent Leonard Young. Mr. Chadwick spoke on "Plans Covering the Control of Student Activities," while "Junior College Legislation—State Aid" was the topic of Mr. Young's talk.

Dean Chadwick said that he felt that this was a very valuable meeting because of the opportunity for the exchange of viewpoints on the many problems of the junior college. The fact that the junior college is a new type of college, which has grown very rapidly throughout the country makes conferences between heads of these institutions very important.

"The junior colleges of Minnesota have developed along similar lines with regard to the courses that they offer, requirements for admission, and requirements for graduation," Mr. Chadwick said. "The towns in which the colleges are located are somewhat different, and the types of student activities vary to a certain degree from college to college. Athletics and de-

bating, however, are carried on along similar lines in all of the colleges."

—Duluth Junior College Collegian

NORTHERN CALIFORNIA ASSOCIATION

The autumn meeting of the Northern California Junior College Association was held at Modesto Junior College October 18, 1930. Dr. W. M. Proctor, of Stanford University, spoke on "The Junior College Curriculum"; Mr. Walter Morgan, of Sacramento, on "Junior College Finance"; Superintendent Willard Givens and State Superintendent Vierling Kersey on "Current Educational Progress"; Dr. D. C. Baker, of the University of California, and Dr. Karl M. Cowdery, of Stanford University, on "University Requirements," and Mr. L. S. Howard, of Menlo Junior College, on "Counseling."

Officers were elected as follows: *President*, Lowry Howard, of Menlo Junior College; *Vice-President*, Floyd Bailey, of Santa Rosa Junior College; *Secretary-Treasurer*, Miss Margaret Chase, of California Polytechnic; *Commissioner of Literary and Fine Arts Activities*, Dr. Elizabeth Balderston, of San Mateo Junior College; *Commissioner of Women's Activities*, Miss Ethel M. Cobb, of Marin Junior College; *Commissioner of Forensics*, E. I. Cook, of Sacramento Junior College; *Commissioner of Men's Athletics*, Dr. Horace Hoch, of Modesto Junior College.

STUDENT-BODY PRESIDENTS

The Riverside Junior College was host to a large delegation of the Junior College Student Body Presidents' Association of Southern California, at its recent spring meeting.

Mr. A. G. Paul, Director, opened the meeting with a few words of welcome and briefly outlined the important function of the associated student bodies as they exist under the junior college system. "Your great work," he

said, "is the work of assisting the progress of the college. This can be done by a sincere interest in the building up of the college curriculum."

Following Mr. Paul's short address, Royden Seller opened the meeting to a general discussion of the subject proposed for this gathering: "College traditions and college spirit." With an enthusiasm the delegates launched into a lively discussion presenting problems and proposing solutions.

The discussion centered mainly around the problem of differentiating the junior college student body from the high-school student body. Too many of the junior colleges are recognized as mere high schools and the consensus of opinion is opposed to such classification. Realizing that the junior colleges are rated as secondary schools the delegates found some difficulty in escaping the same classification that includes high schools.

After much discussion the delegates initiated a move that, if properly worked out, would have a tendency to bring about certain changes within the student body of junior colleges. These changes would give to the college students less of a high-school character and more of the university underclassman rating. The assembled presidents felt that this is a necessary step toward furthering the two-year junior college system in opposition to the 6-4-4 plan, which essentially involves a high-school rating.

Other subjects of discussion were: fraternities, both honorary and social; smoking on the campus; the honor system; and means of fostering school spirit.

INDUSTRIAL AND OCCUPATIONAL SURVEY

At the instigation of Principal Curtis E. Warren of the Yuba County Junior College an industrial and occupational survey of Yuba and Sutter counties is under way. The direction of the survey is in the hands of

Dr. F. L. Tibbitts, director of research of the institution.

The organization for the survey was completed in November 1930. Three committees are used in the organization as follows: (1) a general committee selected from the leadership of the community in the fields of agriculture, manufacturing, merchandising or business, professions, labor, and recreations is used as an advisory board for the community; (2) a parallel committee made up of leaders in the school representing the same fields acts as a working and advisory committee; and (3) a professional advisory committee consisting of Dr. Nicholas Ricciardi of the California State Department of Education, Dr. Edwin Lee, director of the Division of Vocational Education of the University of California, and Dr. W. M. Proctor, professor of Education at Stanford University.

A twofold purpose underlies the survey: (1) the data are being used to develop a sound and effective system of vocational guidance and counseling; and (2) it is being used to project a vocational education program for the schools of the counties and especially for the Yuba County Junior College.

Twelve minor objectives have been set up by the survey committees. These are as follows: (1) To determine the scope of the occupational life in the community; (2) to determine the nature of the occupations found in the community; (3) to determine the need for additional workers in each of the occupations; (4) to determine the nature of training needed to better fit pupils for the occupations of the community; (5) to determine the number of pupils who will likely want to find employment in the community; (6) to acquaint the school leaders with the vocational and occupational needs of the community; (7) to acquaint the community with the ability of the school to serve the vocational and occupational needs under favorable

conditions; (8) to determine the occupational interests of the prospective junior college students in the community; (9) to determine the attitude of teachers, students, and the public regarding occupational education; (10) to discover methods of co-operative industrial and occupational training suited to the community so that the public and the school might each take its full share of responsibility in equipping the youth of the community for occupational life; (11) to determine the needs for placement service; (12) to determine how the curriculum of the school might be changed to better serve the occupational interests and needs of the community.

The community is co-operating whole-heartedly in the project, and it is felt that both the school and the community will profit very greatly by the undertaking.

F. L. TIBBITTS

Director of Research

NEW HAMPSHIRE STANDARDS

Announcement has recently been made of the adoption of standards for accrediting junior colleges by the State Board of Education of New Hampshire. These standards are as follows:

Definition.—A junior college is an institution of higher education which offers two years of work equivalent in prerequisites, scope and thoroughness to the first two years of work at a recognized degree-granting college. For its first year, a junior college may be accredited with instruction offered to a single class. A junior college which wishes to be accredited may secure the necessary blanks from the State Board of Education.

Faculty.—Each member of the staff of instruction shall have a Baccalaureate degree and not less than one year of organized graduate work in the field of the subjects which he teaches. He should also give evidence

of successful experience or efficiency in teaching.

Teaching load.—The teaching load should not exceed fifteen or eighteen hours of junior college work per week.

Student load.—The regular credit work of a student should be fifteen hours per week. Except in the last semester before graduation, extra credits should be permitted only in case of superior scholarship, and in no case should a student be allowed to register for more than twenty credit-hours per week.

Admission of students.—The requirements for admission shall be the satisfactory completion of a four-year curriculum in a secondary school approved by the New Hampshire State Board of Education or by a recognized accrediting agency for schools in other states. There shall be no conditional admission.

Graduation requirements.

A. Requirements for graduation shall be based upon a satisfactory completion of thirty year-hours or sixty semester-hours of work corresponding in grade to that given in the freshman and sophomore years of standard colleges and universities. In addition to the above quantitative requirements, each institution should adopt qualitative requirements suited to its individual conditions.

B. Graduation must be evidenced not by a degree but by a diploma or certification of completion of the junior college curriculum.

Program.—A junior college may offer curricula in such vocations as will meet the needs of the students and there must be at least one curriculum whose completion permits transfer without time loss to a recognized degree-granting college.

Enrollment.—A junior college should have a minimum of twenty students in the first year and forty students in the two years.

Buildings, libraries, laboratories, and equipment.—There shall be ade-

quate space and equipment for recitation, study, library, laboratory, and other instructional activities. An adequate library of books and materials suited to the work offered shall be easily accessible to the students. The library of the school should be properly catalogued and in charge of a competent librarian. The addition of new books each year, in order to keep the library facilities up to date for the courses offered, is necessary.

Records.—A system of permanent records showing clearly the secondary and college credits of each student shall be adequately and carefully administered. The original credentials filed from other institutions shall be retained in the junior college.

Extra-curricular activities.—There should be provision for extra-curricular activities and abundant opportunity for development of leadership and initiative. Such activities should be properly administered and should not occupy an undue place in the life of the junior college.

Separation of college and high-school classes.—If a junior college and high school are maintained together, students shall be taught in separate classes.

Inspection.—The State Board of Education will inspect once each year each accredited junior college and will file with the institution a report on its organization, administration, and instruction and upon the credentials of the teachers.

Term of accreditation.—A junior college when application is made by its governing body will be accredited annually upon evidence that these standards are to be met.

Reports.—Statistical reports and the scholastic records of graduates shall be filed at the close of the school year with the State Board of Education.

College year.—A junior college shall be in session for at least thirty-four weeks each year, exclusive of holidays.

Affiliation with higher institutions.—

Each junior college shall effect an arrangement with one or more recognized degree-granting colleges by which its graduates may be admitted without examination to full standing in the junior year, Grade XV. Facts regarding such affiliation will be canvassed in considering the application of each junior college for accrediting by the State Board.

THE GARDENER*

A gardener old, with eyes and senses
keen,
Bent o'er his garden plot of springing
green,
And tended carefully each tiny shoot,
Each sun-flecked leaf and struggling
little root,
When suddenly he spied a strange,
small blade
Of which he knew not, and he quickly
made
A gaping hole the where its root had
been,
And tossed it o'er the wall among the
green.
The days went by. In air and shower
and sun,
The tiny blade a tall slim stalk had
grown,
And, tipping its fair length with sunny
light
A great gold lily opened to the sight.
The gard'ner, looking o'er the wall one
day,
Espied the thing which he had thrown
away,
And with a sigh and sad, regretful air,
"Its looks were wicked, but its soul
was fair."
'Tis ever thus. The flowers are tossed
aside,
The weeds remain. The gard'ners in
their pride
See not the future, only the today,
And throw the sweetest things of life
away.

* By Walter P. Steinhäuser, Litt.D.,
President, The Le Master Institute, Asbury
Park, New Jersey.

Judging the New Books

Edited by John C. Almack, Stanford University

PAUL FLEMING GEMMILL, *Fundamentals of Economics*. Harper and Brothers, New York. 1930. 489 pages.

This text is written for introductory college courses in economic principles. The content is stated in simple and direct language, and rather well illustrated by descriptions of actual business practice. "Economics," the writer says, "is, after all, simply an accurate description of principles that are utilized every day by enterprisers, landowners, wage-earners, and capitalists." The reviewer wishes the situation were that simple.

Part I takes up Production; Part II, Exchange; and Part III, Distribution—all familiar terms. There is a chapter on "Premises of the Present Economic Order." Sixteen pages are hardly enough for an adequate and critical treatment of such an important topic. Five chapters of Part II are given to prices, a subject which apparently comes close to being the author's specialty, and probably the best section in the book. Part III is devoted to the conventional doctrine of Rent, Wages, Interest, and Profits.

There is a list of 47 illustrations, or about one to every ten pages. Twelve are connected with the topic of "Price." There is one with the caption, "Total demand of six persons for oranges, assuming identical desires and money incomes," another which assumes differences in desires for oranges, and a third which assumes differences in desires for oranges and money incomes. There is a bibliography of around a hundred titles and chapter summaries. He refers to works by Ely, Taussig, Carver, Marshall, Fisher, and Seager. It is a good useful

book, without having any distinguishing marks of superiority. It does not evaluate nor challenge.

WILLIAM S. GRAY, ed., *The Training of College Teachers*. University of Chicago Press, Chicago. 1930. 242 pages.

This is Volume II of the *Proceedings of the Institute for Administrative Officers of Higher Institutions*. The seventeen chapters were presented as papers at the 1930 meeting of the Institute. The names of Leon Burr Richardson and Henry Suzzallo appear twice. Other contributors are the president of Oberlin, and the president of Ohio State; Dean Judd of Chicago, Dr. Reeves of University of Kentucky, Dean Packer of Iowa, and Dean Haggerty of Minnesota. Eight papers are from members of the Chicago faculty. Chemistry, literature and arts, education, physics, geography, and French are represented.

A sampling of topics may be set down here. They are graduate training for college teachers, selection, professional training, in-service training, the improvement of instruction, and educational research.

In professional training, Dr. Suzzallo advises (1) history of education, (2) educational psychology, and (3) supervised experience as minima. Dr. Laing favors training in research, but is willing to admit that observation of good college instruction may be helpful—if any can be found. Dr. Gray gave a report on "current methods," which reveals that a mere beginning has been made. One history department head wrote: "We would not insult the intelligent four-fifths by making them attend a formal course on

'How to Teach History'." This administrator favors the apprentice system.

All these papers are decidedly worth reading. They define the problem well, and point out the solution. They show, too, that certain of our less-known institutions such as Oregon, Idaho, and Nebraska are making progress in this field. The book may be considered a pioneer.

C. C. LITTLE. *The Awakening College*. W. W. Norton and Company, New York. 1930. 282 pages.

Fourteen chapters are required to bring one to the title chapter, which is treated in fifteen pages. One gets the impression that higher education is in a bad way, and that it is more than doubtful whether all the thought-power of an enterprising young college president can rescue it from the wilderness in which it has wandered since the good old days before science forced itself into the curriculum and raised the devil generally with smug sentiments and complacent philosophies. Although the outlook is gloomy and the way perplexing, this Michigan Moses resolves the whole matter in three easy sentences, the last: "Sleep once won is easy, and waking is difficult. But there is work to be done—new worlds to be built. An eager, courageous youth awaits."

The author states in the preface that his attitude "towards youth is one of confidence and lasting affection. The origin of the impressions, interpretations, and criticisms given in this book is personal." These impressions "have been shaped and modified by evidence gained at first hand" from "politicians and clergy," alumni and alumnae, students, parents, and faculty. "No one institution or individual within an institution is aimed at." He makes no apology "if some of the contempt felt for those who, distrusting youth, insist on attempting to rule it by vested authority, seems obvious or bitter." He proposes to follow up his destruc-

tive criticism by sound workable suggestions that will put everything to rights.

In chapter i are reported "two inadequacies of admission." Chapter ii treats the curriculum. He reports a study at the University of California, showing that it takes a year "for the poison" of college life to exert its effect upon junior college students coming to the university. He is aware of this single study only of the later success of junior college students. He thinks that Harvard "under President Lowell" has made at least "four noteworthy contributions to the improvement of the college curriculum": (1) the comprehensive examination for the B.A. degree, (2) the tutorial system, (3) the "reading period," and (4) the House System. He also likes the Meiklejohn plan, no doubt unaware that it was on a crutch at the time he wrote. One cannot be sure whether he is poking fun at the dean or at the "youth" he admires when he described a fraternity feeding "Old Raspberry." And so on through a maze of problems such as presumably attach to fraternities, automobiles and liquor, co-education, military training, athletics, alumni, and religion.

All of these problems, Dr. Little sees understandingly; for all of them he has ready solutions. As to the sources of the solutions, no one knows, probably not even the author. The style is uneven, and carries internal evidence that it might have been learned at a theological school. Any humor is unconscious, and arises from a too-eager juxtaposition between a pious platitude and a dig at an obstinate professor who does not see eye to eye with the president. It is the book of a young man trying to gather together his shattered illusions and hopes, and show that he was right all the time and the only true friend the students ever had. One suspects a little tragedy behind the scenes and feels that the victim deserves sympathy. However, the

title is not strictly accurate. It is not the awakening college that is described, but a college in disturbed and painful sleep. Nevertheless, at the risk of losing a few sales, the reviewer wishes to state that, in his opinion, it is not a bad book.

FERDINAND SCHEVILL. *A History of Europe*. Harcourt, Brace and Company, New York. 1930 (New edition). 865 pages.

This interesting volume covers a period stretching from the Reformation to our own day. It is divided into four sections: (I) Preliminary Survey, (II) The Reformation and the Religious War from 1500 to 1648, (III) The Absolute Monarchy from 1648 to 1789, and (IV) Revolution and Democracy from 1789 to Our Own Day. Just forty-two pages more than half the book are devoted to Section IV. Twenty-four maps are included.

The author does not leave us in doubt about his whole-hearted alliance with the misunderstood but valiant pioneers of the New History. "The present writer," states Professor Schevill, "is inclined to think it will take the form of a history of civilization." He aims at more modest achievement, since "a textbook can by its nature aim at nothing other than the assembling of a fund of more or less securely established results. It is frankly and overwhelmingly pragmatic in the persuasion that prior to every effort at interpretation of the facts are the facts themselves."

Chapters are divided into divisions lettered A, B, C, etc., and end with a summary chapter. Marginal headings in bold-face are encountered in every paragraph. Each chapter has a list of well-selected references.

The style is firm and carries a clever touch of humor and of the "literary." One feels that, while Professor Schevill is generous toward those of whom he writes, he is free from their illusions, and can face their problems from the

strong vantage-point of objectivity. There is no evidence of bias, but plenty of signs that the shams and pretenses of the times have not concealed from the writer the outlines of the truth. His historical theory is consistently expressed, at least as far as the typical college student is able to appreciate it. The reviewer considers this a vastly superior book.

THOMAS E. RANKIN, CLARENCE D. THORPE, and MELVON T. SOLVE. *College Composition*. Harper, New York. 1929. 846 pages.

The authors of this book are ambitious to produce a text that will "strike fire and interest, sink deep beneath the student's mental periphery, and make him *see*, and *feel*, and *desire*." "Students will learn to write only when they are keenly interested in writing well," says the Preface. . . . "But interest alone is not enough. . . . A textbook in rhetoric can be of little use unless it conveys a sense of fact. No one can really write up to his best until he begins to be intelligent about the whole matter, to see what it is all about." With these statements the reviewer agrees, even to the last which has a particularly pertinent reference to writers of texts in college composition.

Three main parts contain the instructional matter. Part IV is a brief handbook. Part I gives the qualities of good writing. Part II takes up the sentence, the paragraph, words, the longer composition, and "Getting and Using Material." Part III contains also the familiar and time-serving subjects of exposition, argumentation, description, and narration. The reverse order in which they are presented may be to give the critic the idea that something different is offered. When the student expectantly opens the cover, he is met with four reference columns whose terms most surely will strike a remembrance of high-school days. One is headed "Punctuation," one "Miscel-

laneous," and two "Grammar." In the "Miscellaneous" column one glimpses the old friends "Barbarism," "Italics," "Allusion," and "Spelling."

The writers believe that "the first objective in a college education . . . is mental cultivation." Valid and practical aims for the student in this course are "habits of organized thinking and of orderly expression of thought." The authors include "many of the more strictly literary models," and believe that "Such a practice would seem to be based upon the sound working psychology of everyday life." "The problem of writing is, first of all, one of communication of facts, thoughts, emotions—of mental experiences." The authors also agree with Mencken and Sinclair Lewis that "in contrast with his British and French cousins, the average 'educated man' in America neither writes nor speaks his language with any credit to himself or to anybody else."

If this is true, does it not suggest our method of teaching composition is wrong? A text designed to make for improvement would mark, one would think, a departure from the traditional and the conventional. A close examination of the theory and content that comprise *College Composition* leads to the conclusion that except in its typographical excellence it is just another composition book. The original portion of the text supplies evidence that the method advocated does not get satisfactory results. In the very first paragraph in chapter ii are no fewer than eight opportunities for bettering the sentences, and the paragraph itself does not contain indisputable proof of unity and coherence.

The two major topics in the chapter, "Getting and Using Material" also testify in capitals to the point of view. The first topic is "The Library," the second is "Taking Notes." Is the student to conclude that the numerous publications to which he is referred

likewise had their origins in other libraries, and those in earlier libraries, and that writing is chiefly the task of handing down to successive generations what previous generations likewise learned from printed materials, now far remote from the original sources? The topic itself is vital, and might have constituted the initial chapter. It appears to be the only one in the text that fits in well with the modern point of view in composition, yet in content it does not measure up to expectations. Shakespeare when he went to *Plutarch's Lives* certainly set a bad example and compositionists take readily to Stevenson's injunction to play the sedulous ape.

In his review of educational legislation for 1926-28, recently published as a chapter of the *Biennial Survey of Education*, Ward W. Keesecker says:

The junior college movement during the period of this review constituted the most impelling measure with respect to higher education which confronted legislators, and, judging from legislative enactments, it is a rapidly advancing movement. Within the two years here considered, legislative measures providing for junior colleges were enacted for the first time in eleven states: Arizona, Connecticut, Georgia, Idaho, Iowa, Minnesota, Missouri, Pennsylvania, and Tennessee, in 1927, and Louisiana and Mississippi, in 1928. . . . Seventeen states now have statutory provisions for junior colleges. The states enacting such provision prior to 1927 are California, Kansas, Michigan, Montana, Oklahoma, and Colorado. The principal tendencies of junior college legislation are: (1) To restrict their establishment to cities and districts which can adequately support such institutions, taking into consideration population and wealth; (2) to provide for their establishment and maintenance under the approval and regulation of state authority.

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* This is a continuation of *Bibliography on Junior Colleges*, by Walter C. Eells (United States Office of Education Bulletin [1930], No. 2), which contained the first 1,600 titles of this numbered sequence. Assistance is requested from authors of publications which should be included.
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1779. LEONARD, R. J., *Outlook on Education*, Teachers' College, Columbia University, 1930.
A volume of collected addresses by Dr. Leonard.
1780. MARSH, A. L., "Tenth Representative Assembly," *Washington Education Journal* (December 1930), X, 123-24.
Reports recommendations of the Washington Educational Association for investigation of desirable junior college legislation for the state of Washington.
1781. MELVILLE, A. GORDON, "The Junior College Curriculum," *Progressive Education* (December 1930), VII, 427-29.
Review of W. S. Gray's *The Junior College Curriculum*.
1782. MORTON, HUGH DUDLEY, *Public Junior Colleges: Trend in Offerings and Qualifications of Faculties*, Nashville, Tennessee, 1930, 137 pages.
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"The fame of Yakima's loyally supported schools—topped off with a junior college—having crossed the continent, the editors sought and obtained this interesting article." Outlines development of junior college at Yakima, Washington, since 1928 and remarkable support given it by the community in a state where the public junior college is not authorized by law.

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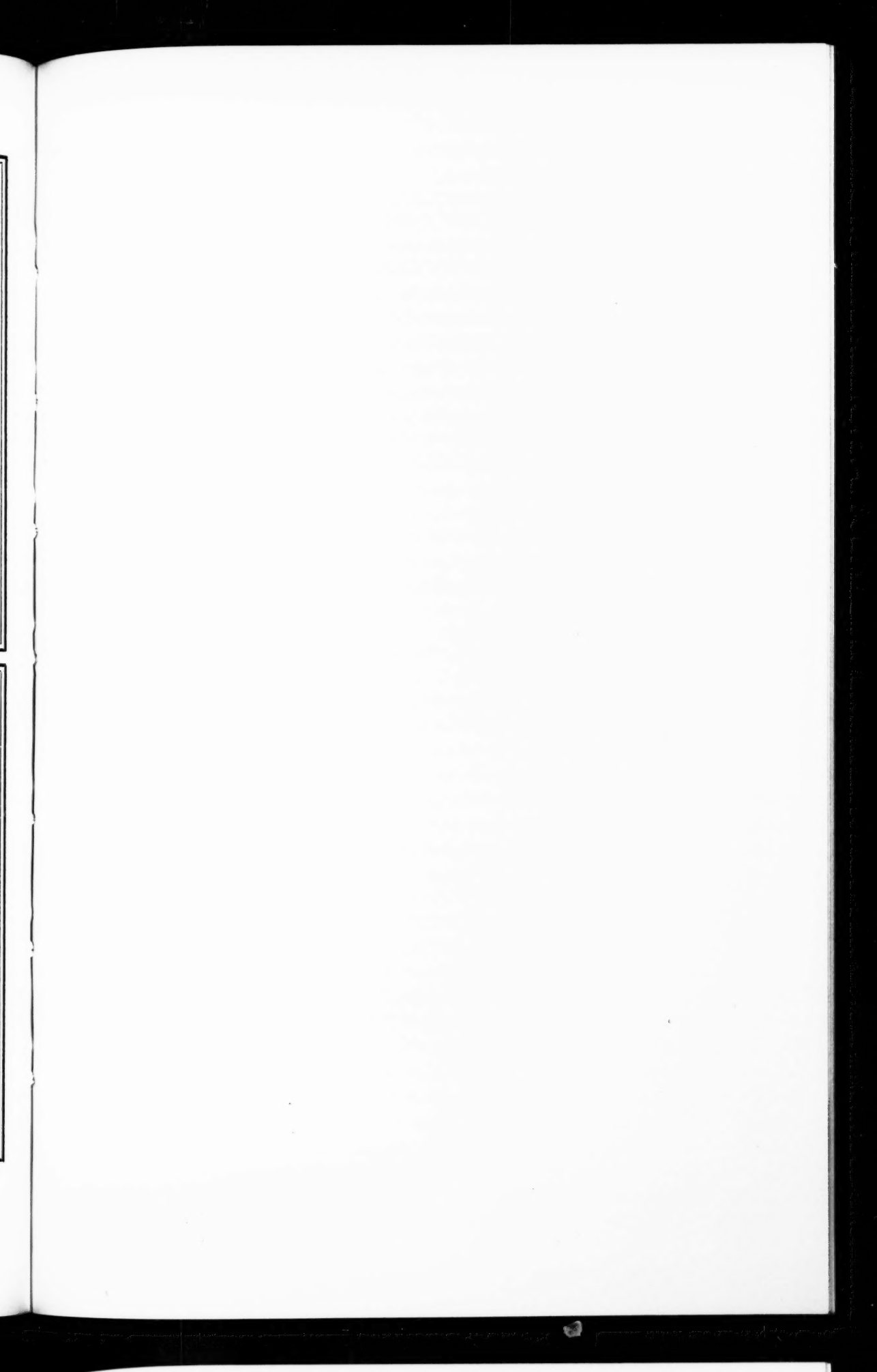
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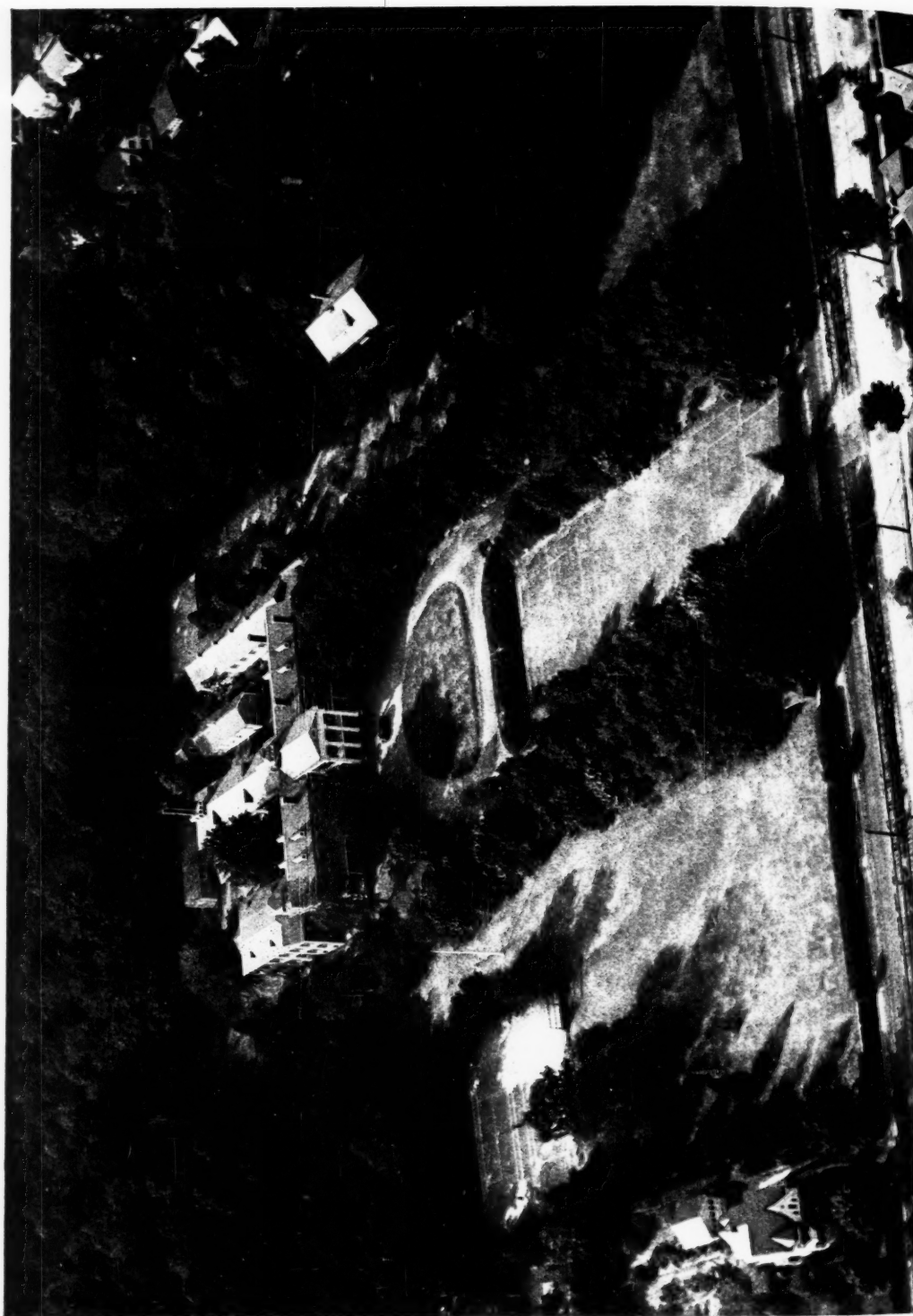
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